

THE  
FORTY-NINTH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1882).

---

*Presented to both Houses of Parliament by Command of Her Majesty.*

---



DUBLIN:

PRINTED BY ALEX. THOM & CO., 87, 88, & 89, ABBEY-STREET,  
THE QUEEN'S PRINTING OFFICE.

To be purchased, either directly or through any Bookseller, from any of the following Agents, viz. :  
Messrs. HANSARD, 19, Great Queen-street, W.C., and 82, Abingdon-street, Westminster;  
Messrs. EYRE and SPOTTISWOOD, East Harding-street, Fleet-street, and Sale Office, House of Lords;  
Messrs. ADAM and CHARLES BLACK, of Edinburgh;  
Messrs. ALEXANDER THOM and Co., or Messrs. HODGINS, FROGGS, and Co., of Dublin.

1883.

[C.—3651.] Price 2½d.

## CONTENTS.

---

	Page
REPORT, . . . . .	5
NAMES OF COMMISSIONERS OF NATIONAL EDUCATION, . . . . .	96

THE

# FORTY-NINTH REPORT

OF THE

## COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, FOR THE YEAR 1882.

TO

HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G.,  
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

*May it please your Excellency,*

I.—1. We, the Commissioners of National Education in Ireland, submit to your Excellency this our Forty-ninth Report. In this Report all statements connected with the expenditure of the public grants refer to the year ended 31st March, 1883; but the statistics connected with the number of schools, number of pupils on the rolls, the average daily attendance, and with the results of the Inspectors' examinations, refer to the year ended 31st December, 1882.

### SCHOOLS AND ATTENDANCE.

2. On the 31st of December, 1882, we had 7,705 schools on the Operation List. During the year 72 schools, most of which had been inoperative for a considerable time, were struck off the Roll or suspended, or became amalgamated with other National schools; 129 schools were brought into operation—viz., 95 non-vested, and 34 vested, giving a net increase of 57 schools as compared with 1881. Five of the schools which were brought into operation had been previously in connexion with the Board, but for various causes had been suspended. Increase of Schools.

3. The number of pupils on rolls who made at least one attendance within the last fourteen days (fortnight) of the Results period during the year ended 31st December, 1882, was 678,970.\* Attendance on last 14 days of results period.

\* The number of pupils on rolls who made any attendance at our schools between 1st of January and 31st of December, 1882, was 1,063,293.

**Increase in average attendance.** 4. The average daily attendance of pupils for the year 1882 was 469,192, showing an increase of 15,625 as compared with that of 1881.

5. The per-centage of average attendance of pupils for the year to the number on the rolls who attended on any of the last fourteen days of the month preceding the annual examinations was 69.1. In 1881 this per-centage was 67.3. The per-centages in 1882 were—in England and Wales, 71.9; Scotland, 75.8.

**School Accommodation.** The extent of school accommodation, allowing 8 square feet for each pupil, provided for the children was adequate for an attendance of 670,178.

**Number of schools in operation, and average daily attendance.** 6. The following Table exhibits the number of National Schools as specified in our several Reports, with the average attendance for each of the last twenty years, to 31st of December, 1882:—

YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.	YEAR.	No. of Schools in Operation.	No. of Children in Average Attendance.
1863,	6,163	296,986	1873,	7,160	373,871
1864,	6,263	315,168	1874,	7,337	393,360
1865,	6,372	321,200	1875,	7,267	389,061
1866,	6,453	316,225	1876,	7,334	416,386
1867,	6,526	321,683	1877,	7,370	418,063
1868,	6,586	354,853	1878,	7,443	437,359
1869,	6,707	358,500	1879,	7,522	435,054
1870,	6,806	359,199	1880,	7,590	468,557
1871,	6,914	363,850	1881,	7,648	453,567
1872,	7,050	355,821	1882,	7,706	469,192

**Applications for grants to new schools.** 7. The number of applications for grants to new schools dealt with in the year 1882 was 201. In 166 cases we gave the required assistance, either as grants for building, or grants of requisites and in aid of salaries. The remaining 35 applications were rejected.

**New schools.** 8. The annexed Return of the 166 Schools added to our list during the Year 1882, shows the number in each Province, with the nature of the Aid granted.

Province.	Requisites, Salary, and Residue Fund.	Towards Building and Furnishing Schools.	Total.
Ulster, . . .	35	11	46
Munster, . . .	11	36	47
Leinster, . . .	20	6	26
Connaught, . .	25	22	47
Total, . . .	91	75	166



9. The next Table shows the religious denominations of the Managers of the new schools, distinguishing clerical from lay.

Religion of  
Managers  
of New  
Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
R.C.,* . . . .	74	110	11	11	85	121
E.C.,* . . . .	20	21	5	6	25	27
Pres.,* . . . .	8	13	1	1	9	14
Others,* . . . .	2	2	—	—	2	2
Total, . . . .	104	146	17	18	121	164

The remaining two new Schools are Poor Law Union Schools under official management.

10. At the termination of the year 1882, we had on our list 2,156 vested schools, classified thus:—Vested in Trustees 1,333: vested in our Board 823. Of the total number, 162 Schools, to which building grants are outstanding, are not yet in operation, and 102 are on the "Suspended List."

Vested  
schools.

11. The number of non-vested schools in connexion with us on the 31st of December, 1882, was 5,813.

Number  
nonvested.

12. The following Table shows, by Provinces, the literary classification of the 678,970 pupils who made an attendance within the last fourteen days of the month immediately preceding results examinations in the year ended 31st December, 1882:

Literary  
Classification.

PROVINCE.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	TOTAL.
ULSTER, . . . .	61,467	48,141	83,874	27,980	21,001	14,928	7,001	8,854	223,141
MUNSTER, . . . .	47,909	42,798	29,863	25,091	19,970	15,816	8,501	10,512	201,610
LEINSTER, . . . .	89,808	81,747	21,036	17,091	12,281	8,883	4,284	4,247	188,506
CONNAUGHT, . . . .	27,184	29,200	19,280	15,412	10,890	7,448	3,622	3,708	116,713
Total, . . . .	176,368	149,886	104,033	86,174	64,151	46,869	24,658	27,481	678,970
Per-centage, . . . .	25.0	22.1	15.3	12.7	9.4	6.9	3.6	4.1	
Per-centage, . . . .	25.9	50.1			24.0				

13. The next Table shows the distribution of schools according to counties and provinces, and the attendance and religious denominations of pupils of all schools from which Returns were received for the year ended 31st December, 1882:—

Open  
Schools,  
attendance,  
&c.

\* Throughout this Report "R.C." denotes Roman Catholics, "E.C." members of the late Established Church; "Pres." Presbyterians; and "Others," persons of other religious denominations.

TABLE showing the total number of Schools in each County; the on Rolls; the Religious Denominations of these Pupils; the attended once or oftener within the last 14 days of the month

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance		
			Total Number of Pupils on Rolls within the Year 1882, who made at least one Attendance.		
			Males.	Females.	Total.
<b>ULSTER:</b>					
Antrim, . . . .	564	562	51,064	47,629	98,693
Armagh, . . . .	243	242	17,775	16,199	33,974
Cavan, . . . . .	248	284	15,887	15,440	31,327
Donegal, . . . .	348	385	23,923	21,001	44,924
Down, . . . . .	432	430	29,008	26,510	55,518
Fermanagh, . . .	172	168	9,302	8,237	17,539
Londonderry, . .	282	277	16,822	15,336	32,158
Monaghan, . . .	178	174	11,569	10,608	22,177
Tyrone, . . . . .	358	356	21,401	19,431	40,832
<b>Total,</b>	<b>2,905</b>	<b>2,878</b>	<b>107,351</b>	<b>100,391</b>	<b>207,742</b>
<b>MUNSTER:</b>					
Clare, . . . . .	225	225	16,206	16,026	32,232
Cork, . . . . .	608	692	53,071	55,300	108,371
Kerry, . . . . .	325	320	24,661	27,030	51,691
Limerick, . . . .	246	240	19,007	21,005	40,012
Tipperary, . . .	310	310	20,324	22,123	42,447
Waterford, . . .	130	130	8,209	9,943	18,152
<b>Total,</b>	<b>1,934</b>	<b>1,923</b>	<b>140,538</b>	<b>151,517</b>	<b>292,055</b>
<b>LEINSTER:</b>					
Carlow, . . . . .	72	72	4,307	4,286	8,593
Dublin, . . . . .	268	265	29,476	32,111	61,587
Kildare, . . . . .	102	99	6,066	6,433	12,499
Kilkenny, . . . .	184	180	10,320	9,632	19,952
King's, . . . . .	116	111	6,736	7,011	13,747
Longford, . . . .	106	104	7,012	8,811	15,823
Louth, . . . . .	95	95	6,436	7,273	13,709
Meath, . . . . .	177	170	9,176	8,913	18,089
Queen's, . . . . .	112	112	6,742	6,826	13,568
Westmeath, . . .	128	127	6,961	8,965	15,926
Wexford, . . . .	150	149	9,012	10,019	19,031
Wicklow, . . . .	105	104	6,302	5,817	12,119
<b>Total,</b>	<b>1,615</b>	<b>1,594</b>	<b>108,546</b>	<b>112,097</b>	<b>220,643</b>
<b>CONNAUGHT:</b>					
Galway, . . . . .	332	325	25,382	25,922	51,304
Leitrim, . . . . .	195	191	12,107	11,370	23,477
Mayo, . . . . .	319	312	20,845	20,089	40,934
Roscommon, . . .	223	221	16,063	16,250	32,313
Sligo, . . . . .	182	181	13,308	12,922	26,230
<b>Total,</b>	<b>1,251</b>	<b>1,230</b>	<b>97,405</b>	<b>95,433</b>	<b>192,838</b>
<b>ULSTER, . . . .</b>	<b>2,905</b>	<b>2,878</b>	<b>107,351</b>	<b>100,391</b>	<b>207,742</b>
<b>MUNSTER, . . . .</b>	<b>1,934</b>	<b>1,923</b>	<b>140,538</b>	<b>151,517</b>	<b>292,055</b>
<b>LEINSTER, . . . .</b>	<b>1,615</b>	<b>1,594</b>	<b>108,546</b>	<b>112,097</b>	<b>220,643</b>
<b>CONNAUGHT, . . .</b>	<b>1,251</b>	<b>1,230</b>	<b>97,405</b>	<b>95,433</b>	<b>192,838</b>
<b>IRELAND, . . . .</b>	<b>7,705</b>	<b>7,625</b>	<b>543,840</b>	<b>539,436</b>	<b>1,083,276</b>
Per-centage to total on rolls, . . . .	-	-	50.2	49.8	-

number from which Returns were received; the total number of Pupils average Daily Attendance for the year; and the number of Pupils who immediately preceding the Results Examination in each School.

for the Year 1882.

Religious Denominations of the Total Number on the Rolls for the Year 1882, who made at least one Attendance.					Average Daily Attendance for the Year 1882.	No. of Pupils who attended the Results Examination within the time of the year, and of the number who failed to attend the Results Examination in each school.	PROVINCES AND COUNTIES.
R.C.	R.C.	Pres.	Others.	Total.			
24,474	19,372	30,208	4,141	98,693	39,546	54,353	ULSTER:
16,520	10,059	6,172	1,223	33,974	13,746	19,869	Antrim.
25,489	4,499	1,200	139	31,327	12,637	19,318	Armagh.
35,041	5,088	4,399	403	44,924	16,895	23,694	Cavan.
16,057	12,799	25,650	1,612	56,118	25,072	34,354	Donegal.
10,078	6,532	292	617	17,539	7,478	10,838	Down.
13,742	5,861	12,056	499	32,158	13,535	19,852	Fermanagh.
16,244	3,071	2,821	41	22,177	8,897	13,578	Londonderry.
22,748	9,086	8,271	727	40,832	15,902	24,285	Monaghan.
							Tyrone.
180,393	76,887	111,060	9,402	377,742	153,708	222,141	Total.
31,873	321	24	14	32,232	14,892	21,901	MUNSTER:
102,733	4,984	387	357	108,461	55,034	76,526	Clare.
50,800	821	29	41	51,691	25,305	35,648	Cork.
38,289	961	62	60	39,072	19,261	27,290	Kerry.
41,386	931	66	64	42,447	20,353	27,964	Limerick.
17,907	271	37	37	18,182	8,735	12,331	Tipperary.
							Waterford.
282,888	7,989	605	573	292,055	143,580	201,610	Total.
7,869	714	5	5	8,593	3,890	6,093	LEINSTER:
55,033	5,480	755	339	61,587	25,439	33,519	Carlow.
11,781	605	85	28	12,499	5,416	8,081	Dublin.
19,166	721	43	22	19,952	9,825	13,772	Kildare.
12,753	879	65	50	13,747	6,081	8,704	Kilkenny.
13,029	695	73	26	13,823	5,230	8,406	King's.
13,007	507	185	10	13,709	6,095	8,927	Longford.
17,316	693	71	9	18,089	8,582	12,349	Louth.
12,594	933	23	18	13,568	5,792	8,918	Meath.
13,416	451	34	25	13,926	6,096	9,442	Queen's.
18,487	561	24	9	19,081	8,809	12,597	Westmeath.
11,255	797	21	46	12,119	5,535	7,698	Wexford.
							Wicklow.
205,656	13,016	1,384	587	220,643	96,790	138,506	Total.
50,686	470	112	36	51,304	19,775	30,052	CONNAUGHT:
21,373	1,960	62	142	23,537	9,557	15,376	Galway.
57,827	766	217	64	58,874	21,817	33,220	Leitrim.
32,350	598	65	-	32,913	13,013	20,781	Mayo.
24,451	1,595	127	117	26,230	10,952	17,284	Roscommon.
							Sligo.
186,587	5,329	583	359	192,858	75,114	116,713	Total.
180,393	76,887	111,060	9,402	377,742	153,708	222,141	ULSTER.
282,888	7,989	605	573	292,055	143,580	201,610	MUNSTER.
205,656	13,016	1,384	587	220,643	96,790	138,506	LEINSTER.
186,587	5,329	583	359	192,858	75,114	116,713	CONNAUGHT.
855,524	108,221	113,632	10,921	1,083,298	469,192	678,970	IRELAND.
78.9	9.5	10.5	1.1	-	-	-	{ Per-centage to total on rolls.

14. TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls  
Mixed Attendance of ROMAN

PROVINCES AND COUNTIES.	Total No. of Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim, . . .	269	273	4,652	11,769	27,803	2,063	46,307	75	9,948
Armagh, . . .	175	106	1,655	6,246	4,738	564	12,825	60	8,435
Cavan, . . .	200	37	662	1,092	503	113	3,240	156	16,643
Donagall, . . .	261	116	3,923	3,253	3,391	235	10,772	171	20,013
Down, . . .	263	198	2,748	7,707	15,236	1,600	26,692	83	9,865
Fermanagh, . . .	144	51	891	3,186	186	363	4,536	89	7,535
Londonderry, . . .	285	163	3,622	4,384	9,298	344	17,658	68	6,700
Monaghan, . . .	144	48	1,022	1,636	1,698	51	4,397	92	12,254
Tyrone, . . .	300	156	3,506	6,627	6,682	828	16,143	139	13,925
Total, . . .	2,121	1,143	21,971	46,942	60,897	6,260	141,960	932	104,981
MUNSTER.									
Clare, . . .	79	2	3	74	12	12	101	68	10,022
Cork, . . .	266	21	108	1,394	65	58	1,655	238	32,978
Kerry, . . .	125	3	84	102	6	4	195	122	23,633
Limerick, . . .	76	1	6	54	-	-	62	74	11,481
Tipperary, . . .	137	6	166	246	27	42	591	128	18,114
Waterford, . . .	49	1	49	23	11	13	102	46	6,061
Total, . . .	725	34	510	1,999	89	169	2,617	678	102,545
LEINSTER.									
Carlow, . . .	82	5	15	264	5	3	277	27	3,148
Dublin, . . .	101	26	961	2,134	243	73	2,831	86	18,661
Kildare, . . .	46	4	27	292	49	14	292	42	8,448
Kilkenny, . . .	68	4	147	162	24	9	342	56	6,146
King's, . . .	64	4	15	262	19	22	301	60	7,329
Longford, . . .	60	5	135	189	37	1	353	55	7,664
Louth, . . .	44	5	188	116	26	1	342	38	5,065
Meath, . . .	100	4	23	169	24	8	184	94	9,643
Queen's, . . .	57	6	178	282	8	8	476	51	6,032
Westmeath, . . .	60	1	17	84	7	3	111	59	6,893
Wexford, . . .	68	2	9	117	-	-	126	65	6,536
Wicklow, . . .	58	4	61	170	5	-	236	51	5,660
Total, . . .	726	78	1,196	4,984	439	142	5,841	656	60,790
CONNAUGHT.									
Galway, . . .	98	2	74	28	22	-	124	80	18,040
Leitrim, . . .	109	18	110	556	39	27	732	96	12,580
Mayo, . . .	111	9	164	337	169	7	677	102	18,178
Rosemount, . . .	84	4	131	174	16	-	321	60	18,733
Sligo, . . .	136	12	168	564	72	60	856	118	15,912
Total, . . .	523	87	639	1,639	516	84	2,718	464	70,541
GRAND TOTAL,	4,119	1,283	24,816	53,664	69,563	5,505	165,128	2,758	358,349

of the 4,119 SCHOOLS from which Returns have been received, exhibiting a  
CATHOLICS and PROTESTANTS.

Roman Catholic Teachers.				Under Protestant and Roman Catholic Teachers.						PROVINCES AND COUNTIES.
E.C.	Proa.	Others.	Total.	No. of Schools.	R.C.	R.C.	Proa.	Others.	Total.	
ULSTER.										
236	1,629	20	11,292	11	870	1,442	1,748	338	4,898	Antrim.
818	262	34	9,549	9	817	515	494	116	1,642	Armagh.
976	188	11	17,718	8	831	242	221	-	1,314	Cavan.
1,140	684	53	21,889	-	-	-	-	-	-	Down.
851	929	23	10,656	2	260	65	86	-	411	Donegal.
1,822	34	56	9,840	4	800	811	17	25	638	Fermanagh.
573	818	6	7,932	4	84	142	839	27	562	Londonderry.
559	428	1	18,242	4	241	262	194	9	706	Monaghan.
1,743	1,088	58	16,814	5	467	212	169	12	857	Tyrone.
8,677	5,455	263	118,961	47	3,600	3,191	3,235	527	10,578	Total.
MUNSTER.										
225	12	2	10,361	-	-	-	-	-	-	Clare.
858	41	82	53,014	7	1,454	379	44	70	1,940	Cork.
419	8	7	24,293	-	-	-	-	-	-	Kerry.
229	18	17	11,720	3	124	238	26	31	404	Limerick.
452	16	8	18,615	3	173	118	16	8	315	Tipperary.
202	26	24	6,343	-	-	-	-	-	-	Waterford.
2,360	118	90	166,114	13	1,756	708	86	100	2,659	Total.
LEINSTER.										
134	-	-	8,293	-	-	-	-	-	-	Carlow.
295	51	8	11,615	19	4,496	1,393	232	160	6,281	Dublin.
140	16	2	5,604	-	-	-	-	-	-	Kildare.
212	8	2	6,368	1	8	54	5	3	70	Kilkenny.
279	15	4	8,127	-	-	-	-	-	-	King's.
236	26	2	7,868	-	-	-	-	-	-	Longford.
107	30	-	5,226	1	143	13	12	-	168	Louth.
347	20	-	10,216	2	296	43	-	1	340	Meath.
220	-	-	6,263	-	-	-	-	-	-	Queen's.
187	8	-	7,006	-	-	-	-	-	-	Westmeath.
313	8	-	6,541	1	4	46	8	5	68	Wexford.
205	8	2	5,886	-	-	-	-	-	-	Wicklow.
2,748	165	20	83,721	24	4,847	1,549	257	169	6,822	Total.
CONNAUGHT.										
344	37	11	13,482	1	8	66	28	8	110	Galway.
748	6	12	18,096	-	-	-	-	-	-	Leitrim.
388	56	17	18,619	-	-	-	-	-	-	Mayo.
387	12	-	11,392	-	-	-	-	-	-	Roscommon.
630	19	14	16,575	1	20	71	13	32	136	Sligo.
2,497	112	54	73,604	2	28	127	41	40	246	Total.
16,180	3,851	427	880,800	86	10,331	5,585	3,639	845	20,490	GRAND TOTAL.

## MIXED SCHOOLS.

Total and relative numbers of Protestant and Roman Catholic pupils in mixed schools.

15. The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils in the Mixed Schools, in 1882, and the per-centage of each denomination:—

## A.—Mixed Schools under ROMAN CATHOLIC Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
2,750	358,542	22,458	94.1	5.9

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	932	88.0 per cent.	12.0 per cent.
Munster, . . .	678	97.6 "	2.4 "
Leinster, . . .	656	98.5 "	3.5 "
Connaught, . . .	484	96.4 "	3.6 "

## B.—Mixed Schools under PROTESTANT Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
1,283	24,316	128,812	15.9	84.1

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	1,142	15.5 per cent.	84.5 per cent.
Munster, . . .	34	19.5 "	80.5 "
Leinster, . . .	70	20.5 "	79.5 "
Connaught, . . .	37	23.6 "	76.4 "

## C.—Mixed Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
86	10,331	10,069	50.6	49.4

PROVINCES.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	47	34.0 per cent.	66.0 per cent.
Munster, . . .	13	66.0 "	34.0 "
Leinster, . . .	24	71.5 "	28.5 "
Connaught, . . .	2	11.4 "	88.6 "

## SUMMARY.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination in Mixed Schools.	
			Roman Catholics.	Protestants.
4,119	392,989	161,339	70.9	29.1

## UNMIXED SCHOOLS.

16. The following table exhibits the religious denominations of pupils on rolls of 3,501 unmixed schools, attended *exclusively* by Roman Catholic or by Protestant children:—

PROVINCES AND COUNTIES.	Total Number of Schools.	Under Roman Catholic Teachers.		Under Protestant Teachers.				
		Number of Schools.	No. of Pupils. R. C.	No. of Schools.	No. of Pupils—Protestants.			
					E. C.	Pres.	Others.	Total.
ULSTER.								
Antrim, . . . .	208	53	8,024	165	6,426	19,526	1,720	27,672
Armagh, . . . .	67	29	5,913	80	2,478	1,658	509	4,045
Cavan, . . . .	34	63	7,438	21	1,339	208	15	1,622
Down, . . . .	104	88	11,105	16	695	347	116	1,158
Duam, . . . .	146	25	4,196	121	4,182	8,258	861	13,971
Fermanagh, . . .	24	7	1,042	17	1,223	56	171	1,450
Londonderry, . .	49	21	8,866	19	887	1,490	92	2,469
Monaghan, . . .	26	19	2,727	11	614	504	—	1,118
Tyrone, . . . .	55	34	4,350	21	1,066	678	124	2,668
Total, . . . .	758	324	50,156	429	18,530	33,321	8,908	55,579
MUNSTER.								
Clare, . . . .	153	154	21,848	1	22	—	—	22
Cork, . . . .	426	303	68,121	41	2,885	259	217	2,661
Kerry, . . . .	195	107	26,858	8	300	14	30	344
Limerick, . . . .	168	163	25,696	3	155	28	12	190
Tipperary, . . .	173	170	22,887	3	120	5	6	131
Waterford, . . .	81	80	11,667	1	40	—	—	40
Total, . . . .	1,188	1,141	178,077	57	5,022	301	265	8,580
LEINSTER.								
Carlow, . . . .	46	34	4,705	6	326	—	2	328
Dublin, . . . .	194	141	39,475	23	1,638	249	96	1,983
Kildare, . . . .	53	46	6,308	4	253	20	12	295
Kilkenny, . . . .	117	112	12,865	5	283	6	8	307
King's, . . . .	47	38	4,989	8	348	36	24	410
Longford, . . . .	44	37	5,384	7	379	16	23	318
Louth, . . . .	51	46	7,888	5	308	118	9	396
Meath, . . . .	76	70	7,154	6	194	27	—	221
Queen's, . . . .	55	47	6,364	8	431	15	10	456
Westmeath, . . .	67	62	6,596	5	170	19	23	211
Wexford, . . . .	81	69	11,865	1	85	7	4	96
Wicklow, . . . .	43	41	5,581	7	361	8	44	413
Total, . . . .	843	738	116,669	85	4,637	523	256	5,416
CONNAUGHT.								
Galway, . . . .	292	231	37,864	1	32	25	17	74
Leitrim, . . . .	82	68	8,338	14	656	17	108	776
Mayo, . . . .	201	189	39,487	2	41	10	40	91
Monaghan, . . .	137	126	21,236	1	37	37	—	74
Sligo, . . . .	53	50	8,359	5	270	23	11	304
Total, . . . .	767	634	115,579	23	1,036	112	171	1,319
GRAND TOTAL, .	3,501	2,907	462,481	594	27,665	34,257	4,000	65,922

There are five other schools of an unmixed attendance which cannot be brought under any of the headings in these Tables, viz.:—One in Down, two in Londonderry, one in Tyrone, and one in Wicklow.

Unmixed  
attendance  
average per  
School.

17. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1882, was as follows:—

	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers exclusively.				
	Schools.	R.C. pupils per school.	Schools.	R.C. pupils.	Protest. pupils.	Others.	Protestant pupils per school.
Ulster, . . .	324	154.0	420	44.2	77.7	7.7	129.6
Munster, . . .	1,141	156.1	57	55.0	5.3	4.8	62.9
Leinster, . . .	758	159.6	85	51.0	6.2	3.0	64.0
Connaught, . . .	634	163.0	23	45.0	4.9	7.4	57.3
Total, . . .	2,457	—	584	—	—	—	—
Average per School, . . .	—	159.1	—	46.6	57.7	6.7	111.

18. The foregoing Roturus in reference to the religious denominations of the pupils, include *all the pupils* who made any attendance at our schools on any day between the 1st of January and the 31st of December, 1882. It will be seen that during the year a mixed attendance of Roman Catholic and Protestant pupils was to be found in 4,119 schools, whilst in 3,506 schools the attendance was unmixed.

Per-centage  
of Schools  
with mixed  
Religious  
attendance.

19. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils, for each year from 1873 to 1882, is as follows:—

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Ulster, . . .	79.1	78.7	77.9	76.9	76.4	75.6	74.8	75.0	75.0	73.7	73.7
Munster, . . .	41.5	41.4	39.2	39.0	40.4	40.4	39.2	39.5	39.7	37.7	37.7
Leinster, . . .	49.9	51.4	50.0	51.7	51.0	50.7	49.6	49.0	46.7	47.1	47.1
Connaught, . . .	47.9	48.1	44.8	47.7	44.9	44.5	43.0	43.3	43.7	42.5	42.5
Total, . . .	58.4	58.6	57.1	57.4	56.9	56.5	55.6	55.6	55.1	54.0	54.0

#### MODEL SCHOOLS.

Model  
Schools.

20. The number of District and Minor Model Schools in operation at the end of the year was 26. The number of Model Schools in the Metropolitan District was 3; total, 29. These contain in all 87 separate departments.\* The Results Examinations show that the Model Schools continue to maintain their high character. (See Appendix).

21. The number of pupils on rolls who attended once or oftener within the last fourteen days of the month immediately preceding the results examinations in each school in 1882, was 10,646.†

22. The average daily attendance at the Model Schools for the year was 8,692.

\* There were originally 84 separate departments: subsequently, the Infant departments of Dunmanway, Enniscorthy, Galway, Trina, Parsonstown, Kilkenny, and Athy Schools were amalgamated with the Female departments—leaving 87 operative schools.

† The total number of pupils on the rolls of the Model Schools who made any attendance for the year ended 31st December, 1882, was 16,665.



23. The per-centage of average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 81·6.

24. RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the METROPOLITAN, DISTRICT and MINOR MODEL SCHOOLS, between 1st January and 31st December, 1882; the NUMBER of PUPILS who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examination in each School, and also the AVERAGE DAILY ATTENDANCE.

County.	Name of School.	Religious Denominations.					Last 14 day Attendance.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Other Protestants.	Total.		
Dublin.	Metropolitan:							
"	Central Model.	2,120	930	204	107	3,361	1,964	1,570
"	West Dublin.	647	88	18	11	764	455	335
"	Inchicore.	499	236	21	2	758	459	371
Kildare.	Athy.	8	99	36	10	173	106	90
Cavan.	Bailieborough.	278	111	116	-	505	373	270
Antrim.	Ballymena.	1	73	323	38	437	279	245
Antrim.	Belfast.	61	803	1,164	209	2,297	1,275	1,096
Tipperary.	Clonmel.	146	161	22	8	337	197	165
Londonderry.	Coleraine.	9	54	211	27	301	222	184
Cork.	Cork.	365	323	44	57	789	493	400
Cork.	Dunmanway.	409	42	-	13	464	360	287
Wexford.	Enniscorthy.	4	131	15	9	159	127	103
Fermanagh.	Enniskillen.	46	186	18	47	297	224	176
Galway.	Galway.	40	115	45	14	214	155	116
Kilkenny.	Kilkenny.	13	143	29	12	197	133	109
Limerick.	Limerick.	124	223	26	31	404	269	235
Londonderry.	Londonderry.	4	168	299	39	510	357	311
Armagh.	Newry.	31	181	225	34	471	350	278
Down.	Newtownards.	1	59	459	62	580	355	335
Sligo.	Sligo.	28	173	46	65	332	230	176
Meath.	Trim.	153	60	2	9	224	162	116
Waterford.	Waterford.	111	112	27	37	287	182	143
Antrim.	Ballymoney.	5	31	336	3	375	253	218
Antrim.	Carrickfergus.	12	96	207	75	390	281	247
Armagh.	Lurgan.	8	313	147	92	560	391	318
Monaghan.	Monaghan.	25	203	189	9	426	270	222
Tyrene.	N.-T.-Stewart.	-	106	159	21	286	196	153
Tyrene.	Omagh.	13	299	217	49	578	386	320
King's.	Parsonstown.	7	143	12	17	179	140	103
	Total.	5,168	5,661	4,639	1,167	16,635	10,646	8,692

25. The numbers paying school fees at the following rates in the above-named Model Schools on the 31st March, 1883, were:—

At 1s. 1d. per quarter,	3,025 pupils.	At 7s. 6d. per quarter,	29 pupils.
" 2s. 6d. . . . .	4,118 "	" 10s. 0d. . . . .	578 "
" 3s. 3d.* . . . .	36 "	" 20s. 0d. . . . .	38 "
" 5s. 0d. . . . .	2,488 "		
			10,312

\* Special Fee for Soldiers' children, according to War Office Regulation.

The amount apportioned to the Teachers of Model Schools in School Fees during the year ended 31st March, 1883, was £4,362 16s. 9d.; the remainder of the School Fees, £2,084 17s. 9d., is payable into Her Majesty's Exchequer as an Extra Receipt.

26. LITERARY CLASSIFICATION of PUPILS who attended once or oftener within the last fourteen days of the month immediately preceeding the Results Examination in each School.

County.	Name of School.	Classification of Pupils.								Total.
		Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	
Dublin,	Metropolitan:									
"	Central Model,	112	163	245	369	375	308	178	214	1,964
"	West Dublin,	94	47	78	78	61	41	23	37	455
"	Inchicore,	112	57	71	50	61	40	27	35	455
Kildare,	Athy,	19	11	26	10	10	10	0	12	106
Carlow,	Ballinaborough,	39	62	40	36	25	48	25	38	373
Antrim,	Ballymena,	38	21	28	36	33	45	20	52	279
"	Belfast,	61	89	150	194	221	235	180	158	1,275
Tipperary,	Channon,	38	12	23	25	33	21	23	32	197
Londonderry,	Coleraine,	18	15	14	14	21	29	30	75	222
Cork,	Cork,	96	55	67	60	50	58	43	63	493
"	Donnanway,	50	28	26	37	41	41	25	162	350
Wexford,	Enniscentry,	19	12	17	16	21	17	13	12	127
Fermanagh,	Enniskillen,	32	18	21	29	27	33	25	39	224
Galway,	Galway,	23	12	29	19	23	19	8	22	155
"	Kilkenney,	19	13	26	26	18	12	12	7	158
Limerick,	Limerick,	58	31	36	43	42	33	20	32	269
Londonderry,	Londonderry,	53	25	36	46	52	57	38	60	367
Armagh,	Newry,	66	32	35	37	54	38	38	62	350
Down,	Newtownards,	29	28	41	51	39	56	50	64	355
Sligo,	Sligo,	21	13	18	27	34	42	25	50	230
Meath,	Trim,	5	34	32	25	25	13	16	12	162
Waterford,	Waterford,	26	21	25	19	22	24	11	13	163
Antrim,	Ballymoney,	25	21	25	27	29	27	16	73	252
"	Carrikerfergus,	38	22	24	53	33	43	23	45	281
Armagh,	Lurgan,	60	31	35	57	53	60	48	47	401
Monaghan,	Monaghan,	56	31	20	29	28	35	22	46	270
Tyrone,	Newtown-Stewart,	39	16	26	30	28	24	23	27	193
"	Omagh,	87	43	59	44	42	37	32	37	399
King's,	Parsinstown,	35	17	12	24	14	14	10	14	149
	Total,	1,885	972	1,290	1,476	1,534	1,458	1,031	1,530	10,546
	Per-centage,	12.6	6.1	12.1	13.9	14.3	13.7	9.7	14.4	
	Per-centage,	12.6		35.1				62.1		

From this Table it will be seen that the classification of the pupils attending Model schools is of a remarkably satisfactory character.

#### WORKHOUSE SCHOOLS.

Workhouse  
Schools.

27. The number of Workhouse Schools in connexion with us on the 31st December, 1882, was 160. Of these schools 42 are in Ulster, 50 in Munster, 89 in Leinster, and 29 in Connaught.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the different Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the

Consolidated Fund; but the Poor Law Guardians have power, under the Teachers Act, to award from the rates the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1882, was 14,382, and the average daily attendance was 7,709.

#### TEACHERS AND STUDENTS IN TRAINING.

28. The establishments in which the Teachers and Students attending at our Training Institution are boarded and lodged continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for order and discipline, for the exercise of kindly feeling towards one another, and for the careful observance of their religious duties.

The total number of Teachers and Students trained in 1882 was 161, viz.: 70 males and 91 females. Of these, 72 were Roman Catholics, 46 late Established Church, 39 Presbyterians, and 4 were of other persuasions. Forty-eight were Principal or Assistant Teachers, and 113 were chiefly ex-pupil-teachers, ex-monitors, or distinguished pupils of National Schools. The total number trained from the commencement of our proceedings up to 31st December, 1882, was 10,875.

#### Number of Teachers.

29. We had in our service on 31st December, 1882, 7,497 Principal Teachers and 3,085 Assistants, making, in the whole, 10,582 classed Teachers, of whom 3,491 were trained. We had also in our service, at the same time, 208 Workmistresses, 74 Junior Literary Assistants, 81 Temporary Assistants, and 4 Temporary Workmistresses.

The Conductors of 202 Convent and Monastery Schools paid by capitation are not included in this return.

30. The number of teachers in the several classes on 31st December, 1882, was as follows:—

Class.	Principal.		Assistant.		Total.	Junior Assistants.	Workhouse-Dress and Industrial Teachers.	Temporary Assistants.		Temporary Work-mistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1 <sup>st</sup> .	181	98	9	22	1,021	.	.	.	.	.
2 <sup>nd</sup> .	304	304	16	77		.	.	.	.	.
3 <sup>rd</sup> .	1,438	943	76	341	3,555	.	.	.	.	.
4 <sup>th</sup> .	290	261	49	142		.	.	.	.	.
5 <sup>th</sup> .	1,792	1,054	889	1,394	5,986	.	.	.	.	.
6 <sup>th</sup> .	422	385	175	345		.	.	.	.	.
Total.	4,483	3,045	714	2,891	10,532	74	203	80	81	4
	7,497		8,035					81		
Gross Total.	10,899									

New  
Teachers.

31. During the year 1882, there were 631 persons newly appointed as Principal or Assistant Teachers. We have received returns relative to the antecedents of 567 of these new Teachers, of whom 264 were principals, and 303 assistants.

			Prin.	Asst.	
Pupil Teachers,	.	} From Model Schools,	48	37	} 108
Paid Monitors,	.		7	6	
Pupils only,	.		5	5	
Paid Monitors,	.	} From Ordinary Schools,	120	175	} 413
Pupils only,	.		67	50	
Paid Monitors,	.	} From Convent Schools,	16	27	} 47
Pupils only,	.		1	3	
			264	303	567

Teachers  
who have  
withdrawn  
from the  
service.

32. Our Inspectors were directed to limit their returns of teachers withdrawn from the service in 1882 to cases where the withdrawal was of an undoubtedly permanent character. The returns which we obtained refer to the following 453 cases:—

## TRAINED.

Cause of Withdrawal.	First Class.		Second Class.		Third Class.		Total.
	M.	F.	M.	F.	M.	F.	
To enter Civil Service, . . .	1	—	1	—	—	—	2
Domestic Duties (Marriage, &c.), . . .	—	4	—	3	—	7	14
Commercial Pursuits, . . .	—	—	3	—	—	—	3
Collegiate or Religious Vocation, . . .	—	—	2	—	—	—	2
On account of Age or Ill Health on Pension or Gratuity, . . .	18	8	20	18	18	5	87
To teach Schools not in connection, . . .	—	—	—	1	—	—	1
Emigrated, . . . . .	2	1	5	8	1	2	14
Dismissed, . . . . .	—	—	1	—	4	—	5
Died, . . . . .	4	2	12	3	2	2	25
Total, . . . . .	25	15	44	28	25	16	153

[TABLE.]

## UNTRAINED.

Causes of Withdrawal.	First Class.		Second Class.		Third Class.		Total.
	M.	F.	M.	F.	M.	F.	
To enter Civil Service, . . .	-	-	1	-	17	-	18
Domestic Duties (Marriage, &c.), . .	-	2	-	17	-	41	60
Commercial Pursuits, . . .	-	-	-	-	4	1	5
Collegiate or Religious Vocation, . .	-	-	2	2	7	3	14
On account of Age or Ill Health on Pension or Gratuity, . . .	9	1	5	7	25	31	71
To teach Schools not in connec- tion with the Board, . . .	1	-	1	-	-	-	2
Emigrated, . . .	-	-	5	3	28	20	51
Dismissed, . . .	-	-	1	2	8	10	21
Died, . . .	-	-	7	8	24	19	58
Total, Untrained, . . .	2	3	22	39	108	125	300
" Trained, . . .	-	-	-	-	-	-	153
							453

## PAID MONITORS.

The total number of paid Monitors, of all grades and classes, on the 31st December, 1882, was 2,397 Males, and 4,094 Females, <sup>Paid Moni-</sup> <sup>tors.</sup> Total, 6,491. There were also 178 pupil teachers in our Model Schools.

The following table gives the number of Monitors recognised under the old and new regulations, distinguishing class and year of service:—

STATUS.	Monitors appointed under Old Regulations.						Monitors appointed under Scheme of 1881.	
	First Class.		Second Class.		Third Class.		Males.	Females.
	Males.	Females.	Males.	Females.	Males.	Females.		
1st year, . . .	-	-	-	8	-	1	1,046	1,505
2nd " . . .	1	6	150	252	34	31	305	483
3rd " . . .	14	110	557	979	54	67	5	1
4th " . . .	-	-	123*	391*	-	-	5	2
5th " and above, .	-	-	111*	341*	-	-	2	15
Total, . . .	15	116	971	1,971	88	99	1,363	2,006
	131		2,842		187			
	3,160						3,331	
Gross Total, . . .	6,491							

\* Retained at salary of 3rd year (old regulations), £10 per annum.

## LOCAL AID TO SCHOOLS.

Local emolument.  
Teachers.

34. The following table, which excludes Workhouse, Lunatic Asylum, and Closed Schools, and schools from which no returns were received, shows, in counties and provinces, the amount of local emoluments, exclusive of Rates, received in aid of salaries of Teachers of 7,463 National Schools during the year 1882, with the average for each school, and for each pupil in daily attendance.

PROVINCES AND COUNTIES.	Payments by Pupils.	Subscriptions, &c.	Total.	No. of Schools.	Average Daily Attendance.	Average per School.	Average per Pupil of National Pupil.	Average per Pupil of Total Amount.
	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.	s. d.
<b>ULSTER:</b>								
Antrim, . . .	10,703 3 1	1,637 3 0	12,340 6 1	555	38,107	22 4 8	5 5	0 10 6 3
Armagh, . . .	2,320 16 2	1,680 18 9	4,007 5 11	239	13,564	16 16 2	8 5	2 5 6 11
Cavan, . . .	1,654 2 10	1,050 13 8	2,704 16 6	280	12,506	9 13 2	2 7	1 0 4 4
Down, . . .	2,167 7 3	1,421 7 8	3,588 14 11	379	15,796	9 8 4	2 7	1 0 4 3
Fermanagh, . .	6,220 13 11	2,080 15 1	8,300 9 0	426	24,911	18 10 7	5 0	1 0 6 8
Monaghan, . .	1,478 7 0	783 16 6	2,261 3 6	165	7,392	11 17 10	3 2	2 14 5 3
Londonderry, .	2,620 18 0	2,040 14 5	4,660 12 5	273	13,380	19 14 2	3 0	4 3 5 0
Monaghan, . .	1,386 16 7	1,168 1 5	2,554 18 0	170	8,775	14 19 4	3 1	2 7 5 0
Tyrone, . . .	2,614 9 0	1,386 17 10	4,000 6 10	350	15,750	15 5 2	3 8	1 0 5 0
<b>Total, . . .</b>	<b>36,782 9 4</b>	<b>14,029 3 4</b>	<b>50,811 12 8</b>	<b>2,827</b>	<b>152,180</b>	<b>15 15 10</b>	<b>4 0</b>	<b>1 10 5 10</b>
<b>MUNSTER:</b>								
Cork, . . .	3,579 15 1	400 13 0	4,040 8 1	217	14,833	18 12 4	4 11	0 7 5 0
Clare, . . .	12,335 5 10	5,755 7 1	18,090 12 11	675	51,008	23 16 10	4 6	1 0 5 11
Kerry, . . .	4,659 19 4	2,151 0 9	6,810 9 1	314	24,845	21 12 6	3 8	1 0 5 5
Limerick, . . .	4,070 12 5	1,130 3 0	5,200 15 5	240	18,726	24 3 4	4 11	1 2 6 2
Lissey, . . .	4,453 8 1	1,507 16 0	5,960 14 1	301	19,844	19 6 9	4 5	1 4 5 10
Waterford, . .	1,894 15 4	771 18 4	2,665 13 8	126	8,448	21 3 3	4 5	1 10 8 3
<b>Total, . . .</b>	<b>31,507 14 1</b>	<b>9,616 18 2</b>	<b>41,124 12 3</b>	<b>1,873</b>	<b>100,504</b>	<b>23 0 1</b>	<b>4 6</b>	<b>1 4 5 10</b>
<b>LEINSTER:</b>								
Carlow, . . .	682 2 2	648 18 8	1,325 15 10	71	3,033	18 13 5	3 0	3 4 8 11
Dublin, . . .	5,347 16 3	3,976 15 2	9,324 11 5	260	24,503	25 17 3	4 4	3 3 7 7
Kildare, . . .	1,182 17 0	622 15 0	1,804 12 0	106	5,300	18 18 3	4 6	2 4 5 10
Kilkenny, . . .	1,810 17 7	737 10 9	2,547 0 4	175	5,574	14 11 2	3 9	1 6 5 3
King's, . . .	1,206 6 2	794 6 0	2,000 12 2	109	5,933	18 10 6	4 0	2 8 8 10
Louth, . . .	510 17 3	338 8 10	1,289 7 1	101	5,110	12 11 4	3 6	1 4 4 11
Longford, . . .	1,000 2 3	735 11 6	1,735 13 9	93	5,040	16 13 3	3 3	2 5 5 8
Meath, . . .	1,207 6 4	791 18 1	2,000 19 5	170	6,422	12 6 11	3 1	1 10 4 11
Queen's, . . .	1,092 1 0	918 6 7	1,990 8 3	109	5,075	16 3 4	3 8	3 2 6 11
Westmeath, . .	1,174 15 11	543 10 2	1,718 6 1	124	5,973	13 17 1	3 11	1 9 5 9
Wexford, . . .	1,386 12 9	685 16 11	2,072 9 4	146	8,552	14 7 2	3 8	1 7 4 10
Wicklow, . . .	1,154 12 10	870 0 5	2,024 12 3	101	5,410	19 15 11	4 2	2 2 2 4
<b>Total, . . .</b>	<b>18,226 7 10</b>	<b>11,378 9 1</b>	<b>29,604 18 11</b>	<b>1,553</b>	<b>84,324</b>	<b>19 5 1</b>	<b>3 10</b>	<b>2 5 6 4</b>
<b>CONNAUGHT:</b>								
Galway, . . .	2,553 3 0	1,578 12 4	4,131 15 10	318	19,446	16 5 9	3 7	1 7 5 3
Leitrim, . . .	1,550 6 9	780 15 11	2,331 2 2	180	9,401	12 2 8	3 3	1 6 4 10
Mayo, . . .	3,505 19 1	1,871 7 1	5,376 6 2	393	21,548	15 11 3	3 3	1 3 4 10
Roscommon, . .	2,758 1 5	607 12 2	3,365 13 7	217	12,772	16 10 2	4 3	1 7 5 8
Sligo, . . .	1,366 16 7	843 5 11	2,209 2 8	177	10,680	15 16 3	3 7	1 6 5 2
<b>Total, . . .</b>	<b>13,226 6 10</b>	<b>5,128 13 5</b>	<b>18,355 0 3</b>	<b>1,290</b>	<b>73,897</b>	<b>15 7 7</b>	<b>3 7</b>	<b>1 4 4 11</b>
<b>Grand Total, . .</b>	<b>63,532 18</b>	<b>34,453 4 0</b>	<b>97,985 2 1</b>	<b>7,463</b>	<b>450,514</b>	<b>18 0 12</b>	<b>4 0</b>	<b>1 9 5 9</b>

\* This sum includes £7,848 3s. the value, estimated by the managers, of free residences and gardens for the teachers; but excludes £2,084 17s. 6d. paid by the Pupils of Model Schools, but passed to the Exchequer as an extra receipt.

The return shows an increase upon the previous year of £2,102 2s. 9d. in the school fees of the pupils, but a falling off of £119 18s. 4d. in the local subscriptions, &c.; net increase, £1,982 4s. 5d.

The next Table shows the amount of school fees and subscriptions received by Teachers each year from 1874 to 1882.

Year.	School Fees and Subscriptions.			Contributions from Local Rates.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
1874.	73,551	14	9	—	—	—	73,551	14	9
1875.	84,890	4	9	27,918	8	10	112,778	11	7
1876.	107,635	12	5	50,499	19	6	158,183	11	11
1877.	119,577	8	8	21,687	18	10	141,065	5	1
1878.	125,420	2	0	16,791	0	11	142,211	2	11
1879.	126,257	11	7	12,804	13	6	139,062	5	1
1880.	131,816	12	6	8,324	0	7	140,140	19	1
1881.	132,403	17	8	9,840	8	1	142,244	0	9
1882.	134,336	2	1	11,908	7	1	146,292	9	2

35. As the preceding return of local aid towards the incomes of the Teachers accounted for each year does not include the total amount of funds annually subscribed in aid of National Education by local parties, we have caused a Return to be prepared showing the total additional sums locally provided in aid of education in the year 1882. The amount subscribed, £28,311 2s. 9d., was applied to the erection of new buildings, additions to school premises, repairs, improvements of house and furniture, school prizes for encouragement of pupils' attendance, &c. The following table shows the amount expended in this way during the past six years:—

Year.	Amount.		
	£	s.	d.
1877.	43,519	17	9
1878.	41,251	15	3
1879.	37,905	13	3
1880.	29,021	10	3
1881.	33,109	3	7
1882.	28,311	2	9
	£213,119	2	10

### RESULTS FEES.

36. Under the ordinary regulations Results Fees were payable as follows:—

- To schools in contributory Unions (under the Act 38 and 39 Vict., cap. 96), the full amount in the proportion of two-thirds from the Imperial grant to one-third contributed from the local rates;
- To schools in non-contributory Unions one-third only of the full amount that would be payable if schools were in contributory Unions.

20 Contributory Unions.

### CONTRIBUTORY UNIONS.

There were 20 Unions contributory during the year ended 31st March, 1883. The number of schools examined by Inspectors and in which results fees were paid in those Unions, was 1,156. The amount the teachers received out of the rates contributed by the Unions during that period was £11,904 11s. 11d.\* and according to the regulations above referred to, double that sum was paid to those teachers out of the Public grant. In addition there was paid out of the Parliamentary Grant £1,634 15s. 10d., made up as below. See foot note.†

The total amount of the Parliamentary Grant paid in Contributory Unions was thus, £25,443 19s. 8d.

### NON-CONTRIBUTORY UNIONS.

143 Non-Contributory Unions.

In December, 1881, we received the sanction of the Lords of Her Majesty's Treasury for payment of contingent Results Fees to Schools in Non-Contributory Poor Law Unions, on the simple condition that for every penny of contingent fees claimed from the State, a penny shall be locally subscribed.

This regulation for payment of the contingent fees—penny for penny with the local aid—applied to all Schools in Non-Contributory Unions examined on or after the 1st April, 1881.

There were 143 Unions of which the Guardians declined to become contributory under the Act. The number of schools situated in these Unions, and in which results fees were paid, was 6,155.

In 5,720 of these schools, the local aid contributed was sufficient to secure payment of *both moieties* of results fees. In 326 schools the local aid was sufficient to secure payment of the first moiety, and part only of the second; and in 77 schools, as no local aid was realized, we were able to pay only one moiety of the results fees earned. In 32 schools results fees were cancelled by order of the Board for serious irregularities.

The actual amount of money locally provided in non-contributory Unions, according to the managers' certificates, was £107,417 0s. 8d.

\* In addition to the above there was paid to teachers of schools, situated in Unions which were not contributory, during the year 1882-3, a small outstanding sum of £1 15s. 2d., from balances of rates on hands since these Unions were contributory. Total payments from rates, £11,906 7s. 1d.

† Notes:—

£ s. d.

1,458 2 0 first and second moieties paid in two of the unions in advance of lodgment of rates.

4 13 6 first and second moieties paid in one of the unions, the rates, amounting to half that sum, being held over pending correspondence.

172 0 4 payments (first and second moieties) in certain unions outstanding from previous year when non-contributory

£1,634 15 10



37. The advantage gained by the teachers is not to be estimated only by the amount directly obtained from the Imperial Exchequer. By stimulating local effort in support of the schools the local aid obtained by the teaching staff employed in National Schools has gradually increased, as may be seen from a comparison of the total school fees and subscriptions raised in this and previous years, as given in paragraph 34.

Other local  
aid, school  
fees, &c.

38. Of unconditional results' fees, £74,291 3s., and of contingent results' fees, £73,419 19s. 5d. were paid within the financial year, making the total results paid from the Imperial Exchequer £147,711 2s. 5d., to which, as results' payments from the rates of contributory Unions, must be added £11,906 7s. 1d., or a total of £159,617 9s. 6d. of results' fees paid to the Teachers.

39. The total amount of salaries, results' fees, preminims, gratuities, and other allowances paid by us, including the amount from rates, in the twelve months ended the 31st March, 1883, to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £616,562 19s. 5d. This sum includes £4,362 16s. 9d. school fees, apportioned to Teachers in Model Schools, and £1,107 7s. awarded as retiring gratuities to Teachers who did not elect to come under the provisions of the Pension Scheme, 42 & 43 Vic., cap. 74. It also includes a sum of £8,597 5s. 5d., the amount of stoppages paid by the Teachers towards the Pension Fund.

Total  
amount of  
salaries,  
gratuities,  
&c., paid  
1882-3.

40. The total income of the teaching staff, from all sources, for the year ended 31st March, 1883, amounted to £746,586 4s. 9d., viz., £600,293 15s. 7d. from the Board; £11,906 7s. 1d. from the rates; and £134,386 2s. 1d. from payments by pupils (including portion of Model School fees), subscriptions, and the estimated value of Free Residences, &c. Of the total sum 19.6 per cent. was locally provided, and 80.4 per cent. was derived from the funds placed at our disposal by Parliament.

Total  
Income.

#### RESULTS EXAMINATIONS.

41. Since the 1st March, 1877, each pupil, in order to qualify for presentation at the results examinations, has been required in day schools to make 100 attendances of at least four hours a day for secular instruction, and in evening schools 50 attendances of two hours each evening.

Results  
Examina-  
tions.

42. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspections:—

- 1.—The total number of *distinct schools* examined for Results within the twelve months ended 31st December, 1882, by the Inspectors, and for which we have been able to tabulate the following particulars, was 7,648, viz. :—

No. of Ordinary schools examined, . . . . .	7,339
„ Model Schools (separate departments) . . . . .	87
„ P. L. Union (Fees payable by the Guardians, at their discretion), . . . . .	158
„ Evening, . . . . .	64

- (a.) Number of pupils who attended once or oftener within the last fourteen days of Results year :—

Males, 336,138; Females, 343,832; Total, 678,970.

- (b.) Number of pupils qualified by attendances for presentation at examination :—

Males, 253,604; Females, 261,720; Total, 515,324.

- (c.) Number who were present and examined on day of inspection for Results :—

Males, 240,701; Females, 250,739; Total, 491,440.

- (d.) The average daily attendance, as already stated, for twelve months ending 31st December, 1882, was—

Males, 235,545; Females, 233,647; Total, 469,192.

43. The following figures show the numbers of pupils examined, and the number who passed at the Results examinations :—

GRADE.	Number Examined.	Number Passed.	Percentage Passed.
Infants, . . . . .	115,370	104,752	90.7
First Class, . . . . .	89,757	72,164	81.5
Second Class, . . . . .	82,018	63,869	77.8
Third Class, . . . . .	69,177	56,601	78.1
Fourth Class, . . . . .	51,992	36,367	69.9
Fifth Class (1st stage), . . . . .	38,490	18,888	49.1
Fifth Class (2nd stage), . . . . .	21,094	12,146	55.9
Sixth Class, . . . . .	22,942	14,180	61.8
	491,440	372,967	75.9

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants grade, . . . . .	23.3	Class V. (1st stage), . . . . .	7.6
Class I., . . . . .	18.3	Class V. (2nd stage), . . . . .	4.4
Class II., . . . . .	16.7	Class VI., . . . . .	4.6
Class III., . . . . .	14.1		
Class IV., . . . . .	10.6		100.0

The per-centages of passes to the number of pupils examined in 1882 and in 1881 were:—

Subject.	1882.	1881.	Subject.	1882.	1881.	Subject.	1882.	1881.
Reading.	82.9	82.4	Grammar.	82.3	82.1	Book-keeping.	62.2	60.5
Writing.	84.7	84.5	Geography.	62.5	61.2	Music.	74.3	75.9
Arithmetic.	76.6	75.2	Agriculture.	47.5	43.4	Drawing.	73.3	72.2
Spelling.	82.4	81.4	Needlework.	84.6	84.3	Other Extras.	64.6	64.9

#### 44. GENERAL ABSTRACT OF ANSWERING.

CLASSES.	No. of Pupils examined for Results Pass in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results Pass in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
<b>READING.</b>				<b>GRAMMAR.</b>			
Class I.	89,757	83,897	93.4	Class III.	69,177	44,606	64.4
" II.	82,018	74,889	91.3	" IV.	51,992	30,923	59.4
" III.	69,177	63,336	91.5	" V.	38,490	22,221	57.7
" IV.	51,992	48,140	92.6	" VI.	21,694	14,683	67.3
" V.	38,490	35,397	91.9	" Total	22,942	17,116	74.6
" VI.	21,694	21,118	97.3				
" Total	22,942	21,739	94.7				
Total.	376,070	349,516	92.9				
<b>WRITING.</b>				<b>GEOGRAPHY.</b>			
Class I.	89,757	83,747	94.4	Class III.	69,177	47,260	68.6
" II.	82,018	76,689	93.5	" IV.	51,992	31,732	61.0
" III.	69,177	65,419	96.0	" V.	38,490	20,512	53.6
" IV.	51,992	43,421	83.5	" VI.	21,694	12,603	58.0
" V.	38,490	35,308	91.7	" Total	22,942	15,338	66.8
" VI.	21,694	21,803	100.5				
" Total	22,942	22,484	98.0				
Total.	376,070	356,251	94.7				
<b>ARITHMETIC.</b>				<b>AGRICULTURE.</b>			
Class I.	89,757	76,345	85.0	Class IV.	15,570	5,393	34.6
" II.	82,018	70,830	86.3	" V.	18,209	5,798	31.8
" III.	69,177	54,406	78.6	" VI.	7,734	4,450	57.5
" IV.	51,992	39,303	75.6	" Total	7,889	4,914	62.2
" V.	38,490	20,643	53.6				
" VI.	21,694	12,650	58.3				
" Total	22,942	15,080	65.7				
Total.	376,070	288,327	76.6				
<b>SPELLING.</b>				<b>BOOK-KEEPING.</b>			
Class I.	89,757	80,045	89.1	Class V.	9,812	6,080	61.9
" II.	82,018	68,480	83.5	" VI.	6,528	4,239	64.9
" III.	69,177	53,500	77.4	" Total	7,631	4,058	53.2
" IV.	51,992	38,244	73.5				
" V.	38,490	30,623	79.5				
" VI.	21,694	19,619	90.4				
" Total	22,942	21,425	93.4				
Total.	376,070	309,988	82.4				
<b>NEEDLEWORK.</b>				<b>Other Extras.</b>			
Class I.	89,757	85,924	95.7	Class I.	89,757	85,924	95.7
" II.	82,018	80,840	98.5	" II.	82,018	80,840	98.5
" III.	69,177	68,670	99.3	" III.	69,177	68,670	99.3
" IV.	51,992	51,509	99.1	" IV.	51,992	51,509	99.1
" V.	38,490	38,239	99.3	" V.	38,490	38,239	99.3
" VI.	21,694	21,425	98.8	" VI.	21,694	21,425	98.8
" Total	22,942	22,425	97.8	" Total	22,942	22,425	97.8
Total.	376,070	369,988	98.1				

## EXTRA SUBJECTS.

Music (Taught in 176 Schools).				DRAWING (Taught in 523 Schools).			
—	No. Ex- amined.	No. of Passes.	Per- centage.	—	No. Ex- amined.	No. of Passes.	Per- centage.
Class II.,	13,160	9,837	75.1	Class III.,	5,685	3,767	66.6
" III.,	13,599	9,863	72.5	" IV.,	5,681	3,971	69.6
" IV.,	9,813	7,164	73.0	" V.,	4,291	3,520	73.0
" V.,	7,898	5,530	70.0	" V.,	3,185	2,530	79.6
" V.,	4,503	3,700	82.1	" VI.,	3,336	3,214	96.7
" VI.,	5,041	3,955	78.4				
Total, .	58,474	40,000	74.9	Total, .	23,210	17,026	73.3

## EXTRA SUBJECTS—continued.

Source.	No. of Schools in which taught.	5th Class— 1st stage.		5th Class— 2nd stage.		6th Class.		Total.	
		No. Ex- amined.	No. of Passes.	No. Ex- amined.	No. of Passes.	No. Ex- amined.	No. of Passes.	No. Ex- amined.	No. of Passes.
1. Geometry, Algebra, &c.,	2,992	1,155	554	3,014	1,603	2,140	5,504	13,318	7,721
2. Physical Sciences, .	71	26	20	30	18	109	158	245	196
3. Physical Geography, .	691	269	96	691	311	3,098	2,047	3,998	2,454
4. Latin, . . . . .	19	4	1	11	7	60	54	84	62
5. Greek, . . . . .	7	1	—	4	3	27	21	32	24
6. French, . . . . .	72	104	80	193	163	463	393	769	696
7. Irish, . . . . .	5	15	8	11	4	9	5	35	17
8. Branches, exclusive of Needlework, taught to Females only, . . .	1,068	3,517	2,451	2,812	1,006	3,482	2,753	9,511	6,879

For most of these extra subjects results fees are paid in Primary Schools by the State, in Great Britain as well as in Ireland. The money value of the passes gained in Extras (excluding music and drawing) was £4,168 2s.; of this sum £1,921 represented the value of passes in Geometry and Algebra; £203 in Latin, Greek, French, and Irish, and £613 10s. in Physical Geography, and £1,372 7s. in branches, exclusive of Needlework, for Females only. The remainder, £58 5s., was spread over the other subjects.

The money value of the passes gained in Music and Drawing for the year was £6,825 15s.

## COMPARATIVE VIEW.

45. The per-centages of passes gained in Reading, Writing, and Arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:—

	Ireland.	England and Wales.	Scotland.
Reading, . . . . .	92.9	89.2	92.3
Writing, . . . . .	94.7	81.9	89.6
Arithmetic, . . . . .	76.6	77.3	65.1

PROPORTION per cent. of the POPULATION, Five years old and upwards, who could NEITHER READ NOR WRITE, in each Province, County, City, &c., in Ireland, at the Census Periods of 1841, 1851, 1861, 1871, and 1881.

PROVINCES, COUNTIES, CITIES, &c.	Per-centage of Population, 5 years old and upwards, who could neither Read nor Write.				
	In 1841.	In 1851.	In 1861.	In 1871.	In 1881.
IRELAND, . . . . .	52.7	46.3	38.7	33.4	28.2
PROVINCES.					
LEINSTER, . . . . .	44.0	39.0	31.1	27.0	23.3
MUNSTER, . . . . .	50.8	53.5	42.1	39.2	32.2
ULSTER, . . . . .	40.5	33.3	28.0	25.4	20.8
CONNAUGHT, . . . . .	72.1	63.3	57.1	49.3	37.9
LEINSTER.					
Carlow County, . . . . .	33.0	43.1	29.3	26.6	19.3
Drogheda (Co. of the Town), . . . . .	43.4	49.7	33.1	34.2	26.3
Dublin City, . . . . .	28.2	24.9	20.7	19.5	15.6
" County, . . . . .	34.9	29.0	22.2	18.6	15.1
Kildare " . . . . .	41.9	35.2	28.3	26.0	20.2
Kilkenny City, . . . . .	40.7	37.6	24.0	20.5	11.0
" County, . . . . .	51.2	46.0	30.3	20.4	22.1
King's " . . . . .	47.6	43.1	24.8	20.6	22.3
Longford " . . . . .	51.2	46.6	36.7	22.0	20.1
Louth " . . . . .	51.1	32.4	45.0	38.7	30.0
Meath " . . . . .	54.5	47.8	37.2	32.1	23.4
Queen's " . . . . .	41.6	38.5	30.6	26.5	20.4
Westmeath " . . . . .	52.1	47.6	38.1	31.8	22.4
Wexford, . . . . .	41.3	33.9	32.5	31.7	25.5
Wicklow, " . . . . .	41.4	38.1	43.4	28.1	21.7
MUNSTER.					
Clare County, . . . . .	63.1	59.6	43.8	37.9	27.6
Cork City, . . . . .	45.2	35.7	32.1	22.4	21.0
" County, . . . . .	55.8	59.4	40.7	43.7	30.3
Kerry County, . . . . .	72.4	64.3	55.3	47.3	40.1
Limerick City, . . . . .	42.1	37.5	33.2	29.4	22.8
" County, . . . . .	55.3	51.2	39.6	33.9	24.5
Tipperary, . . . . .	31.0	40.7	36.5	30.8	21.7
Waterford City, . . . . .	38.3	29.4	34.5	33.4	27.3
" County, . . . . .	70.3	58.9	48.8	50.7	46.3
ULSTER.					
Antrim County, . . . . .	32.8	26.2	18.6	18.8	12.8
Armagh " . . . . .	42.8	25.1	24.1	20.4	22.6
Belfast Town, . . . . .	21.1	20.4	17.3	12.7	11.9
Carrickfergus (Co. of the Town), . . . . .	18.2	11.2	8.2	11.8	8.7
Cavan County, . . . . .	41.5	43.0	26.5	20.1	12.4
Down " . . . . .	31.7	27.8	22.1	43.8	39.8
Fermanagh " . . . . .	27.6	24.5	21.2	16.2	14.3
Londonderry Co. and City, . . . . .	45.4	28.3	21.4	27.6	21.5
Monaghan County, . . . . .	36.4	29.5	24.1	29.3	17.6
Monaghan County, . . . . .	41.3	43.0	34.7	30.7	22.0
Tyrone " . . . . .	49.0	33.2	32.6	22.0	12.8
CONNAUGHT.					
Galway County (including the Co. of the Town), . . . . .	72.6	70.1	62.9	54.4	42.8
Leitrim County, . . . . .	57.3	59.0	41.1	42.6	22.5
Mayo " . . . . .	74.0	72.7	43.6	37.4	44.8
Roscommon " . . . . .	66.0	58.9	47.1	38.3	27.3
Sligo " . . . . .	68.7	32.8	34.2	43.1	30.2

The publication by the Census Commissioners of the statistics of elementary education for the year 1881, enables us to refer to the progress that National Education has made in Ireland since 1871. In our Report of 1874, we dealt with this subject, and we prefaced our conclusions by some observations as to the age—five years—fixed as the initial period when children may be expected to know how to read and write. We then stated that “Such a standard is manifestly too exacting. In Great Britain no educational census of the people has ever been taken; but even in Continental countries where such enumerations are made, the expectations of statesmen have never led them to look to five years of age as the initial period for those who should read or write. At five years old scarcely any of the children of the poor, and very few of the children of the rich will be found to be able to read or write.”

The preceding Table shows the proportion per cent. of the population that could neither read nor write, at the end of each of the five decades closing with that of 1881. The proportion per cent. for all Ireland, of children five years old and upwards who could neither read nor write was, in 1881, 25·2, being a reduction in illiteracy of 8·2 as compared with the year 1871, the greatest reduction attained to in any consecutive decade. We submit that this improvement affords the most satisfactory evidence of the progress of National Education within the last ten years; and further, that it is strongly corroborative of the value, as regards at least the branches of reading and writing, of the system of payment by results, of which this vast improvement is the outcome, for the system had its beginning in Ireland in 1871.

The per-centage of illiteracy of those who were fifteen and under twenty years of age—a section of the population for whose education the National system might to a certain extent be held responsible—was in—

1861,	.	.	.	.	27·6
1871,	.	.	.	.	17·6
1881,	.	.	.	.	13·4

#### BOOKS AND REQUISITES.

Books and  
Requisites.

46. The amount received for books, school requisites, and apparatus, sold at first cost prices to National Schools in 1882–83, was £31,118 9s. 5d. The number of orders was 22,144, and the average amount of each order £1 8s. 1d.

47. The value of requisites and apparatus granted as Free Stock to National Schools in 1882–83 was £2,144 4s. 8d. The number of Grants was 369.

#### SCHOOL FARMS AND GARDENS.

School  
Farms, &c.

48. The total number of School Farms in connexion with the Board on the 31st December, 1882, was 73, of which 71 were examined during the year, and special results fees for agriculture

were granted upon the answering of the pupils. The total number of pupils examined in agriculture in this class of schools was 965, of whom 709 passed in the agricultural programme.

We had also 19 schools having School Gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in the School Gardens last year was 257, of whom 118 passed.

As set forth in the table at page 23, there were 44,493 pupils examined in agriculture by the District Inspectors in the Ordinary National Schools at the Results' examinations, of whom 21,135 passed. The total number of pupils examined in agriculture during the year 1882 (including the pupils of Ordinary Agricultural Schools and School Gardens, referred to above), was accordingly 45,715, of whom 21,962 gained passes for their proficiency in that branch. These figures show that a larger number of pupils were brought under instruction in agriculture in 1882 than in 1881.

#### TEACHERS' RESIDENCES.

49. The Act for providing residences for the teachers of non-vested National Schools, passed by the Legislature in August, 1875, has not up to the present been so generally availed of as might be expected. The number of applications formally made for loans in 1882 was 28, of which 27 were approved; and 3 grants, as distinct from loans, were made to build residences in connexion with vested Schools.

Residences  
for  
Teachers.

The total number of applications since 1875 for loans was 293, of which 265 were favourably entertained; and the number of applications for grants in connexion with vested schools was 62, of which 39 were aided.

50. The number of free residences, throughout Ireland, provided without aid from the State, is 1,225.

As the Act of 1881, "The Leases for Schools (Ireland) Act," to facilitate the granting of leases of land for the erection thereon of school-houses and buildings for the promotion of public education in Ireland, Vic. 44 & 45, c. 65 (commonly called Lord O'Hagan's Act), empowers limited owners to grant land on long leases for the erection of school-houses and teachers' residences, it was hoped that this measure would enable managers extensively to obtain sites for these objects.

#### TEACHERS' PENSION ACT.

51. From a statement received from the Teachers' Superannuation Office, it appears that the number of teachers connected with the Pension Fund in the year ended the 31st December, 1882, was 9,427, and the amount paid in pensions was £9,552 17s. 9d., and in gratuities, £8,139 8s. 8d.

Pensions  
for  
Teachers.

Further results attained by this measure of the Legislature for the benefit of the Teachers will be set forth in the Appendix to this Report.

STATISTICS FOR IRELAND ARRANGED FOR COMPARISON WITH  
SIMILAR STATISTICS FOR GREAT BRITAIN.

Statistics  
for com-  
parison.

52. In 1879 the Official Statistics Committee appointed by the Government recommended that certain Educational Statistics common to the three countries, should be given each year in a comparable form, for England and Wales, Scotland, and Ireland. The appended table gives the information for Ireland for 1882.

53. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Fifth day of June, One Thousand Eight Hundred and Eighty-three.



SEAL

(Signed),

WM. HOMAN NEWELL, }  
JOHN E. SHERIDAN, } *Secretaries.*



STATEMENT OF ACCOUNT

FROM

1st APRIL, 1882, TO 31st MARCH, 1883,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED

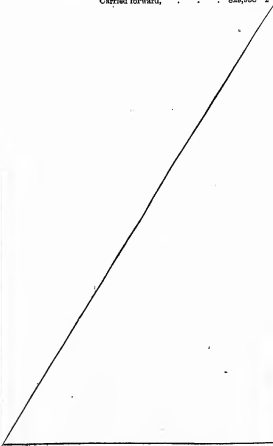
The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1882-83, and how they have been distributed:—

	£	s.	d.
The balance on 31st March, 1882, . . . . .	33,867	2	3
Parliamentary Grant for 1882-83, . . . . .	730,461	0	0
<b>Model Schools:—</b>			
School Fees received from Pupils attending Model Schools, a portion of which (£4,362 16s. 9d.) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,064 17s. 9d.) is passed to Her Majesty's Exchequer, . . . . .	6,417	14	6
<b>Agricultural Establishments:—</b>			
Amount received by the Commissioners on Sales of Farm Produce at their Model Farms (for this kind of receipt credit is taken in preparing the annual estimates as a set off against the expenditure), . . . . .	5,855	8	1
<b>Book and School Apparatus Department:—</b>			
Amount received for Books and other School Requisites sold to National Schools, payable to Her Majesty's Exchequer, exclusive of £13 4s. 7d. returned to managers, . . . . .	31,118	9	5
Miscellaneous Receipts, payable to Her Majesty's Exchequer, . . . . .	349	12	3
<b>Private Contribution Fund:—</b>			
Dividends on Legacies and Donations (private contributions) invested in Government Securities, . . . . .	84	17	2
Income Tax deductions, payable to Inland Revenue Department, . . . . .	1,159	1	5
Received for Requisites on account of Her Majesty's Stationery Office, . . . . .	17	2	9
Sundry repayments of moneys due to the account of the vote of previous year (1881-82), . . . . .	404	11	0
Rates Contributions from Poor Law Guardians from the Union, in aid of Results Fees to Teachers of National Schools, . . . . .	11,555	16	2
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879, . . . . .	8,597	5	5
<b>Total of Receipts,</b> . . . . .	£829,936	2	5

The EXPENDITURE during the year was as follows:—

		£	s.	d.	£	s.	d.
<b>OFFICE IN DUBLIN:</b>							
1. Salaries and Wages, . . . . .		23,891	11	5			
2. Travelling Expenses, . . . . .		300	16	0			
3. Legal Expenses, . . . . .		86	9	0			
4. Rent, . . . . .		115	7	8			
5. Incidental Expenses, . . . . .		175	18	3			
					24,570	2	4
<b>INSPECTION:</b>							
1. Salaries, . . . . .		28,833	7	11			
2. Travelling and Personal Allowances, . . . . .		10,486	12	7			
					39,320	0	6
<b>NORMAL TRAINING ESTABLISHMENT:</b>							
1. Salaries of Professors, &c., . . . . .		2,347	4	2			
<b>MAINTENANCE OF TEACHERS IN TRAINING, &amp;c.:—</b>							
1. Males—Superintendence, &c., . . . . .		277	4	6			
Maintenance, Travelling, &c., . . . . .		1,836	8	7			
General Expenditure, Rent, &c., . . . . .		200	0	0			
2. Females—Superintendence, &c., . . . . .		370	1	0			
Maintenance, Travelling, &c., . . . . .		2,354	11	10			
General Expenditure, Rent, &c., . . . . .		50	1	0			
3. Miscellaneous Expenditure, . . . . .		349	3	5			
					7,684	14	6
<b>MODEL SCHOOLS:</b>							
1. Central, . . . . .		5,416	17	2			
2. Metropolitan, . . . . .		2,563	13	1			
3. District, . . . . .		22,457	1	8			
4. Minor, . . . . .		5,741	8	9			
5. Retiring Gratuities to Model School Teachers, . . . . .		320	4	2			
					36,499	5	5
<b>ORDINARY NATIONAL SCHOOLS:</b>							
1. Principal and Assistant Teachers— Salaries, £364,236 8s. 4d., . . . . . Principal and Assistant Teachers— Results, £143,649 12s. 11d., . . . . .		507,885	1	3			
2. Workmistresses, . . . . .		2,127	12	8			
3. Good Service Salaries, . . . . .		3,007	13	7			
4. Monitors, . . . . .		49,748	8	9			
5. Training Monitors, &c., . . . . .		5,614	18	4			
6. Travelling Expenses—Teachers and Monitors' Examination, . . . . .		628	17	1			
7. Organizing Teachers, . . . . .		317	0	3			
8. Retiring Gratuities, . . . . .		787	2	3			
9. Navigation Teacher, . . . . .		132	10	0			
10. Incidental Expenditure, . . . . .		68	0	8			
11. Repayment to General Post Office of Commission to Local Postmasters, . . . . .		167	11	4			
					570,495	16	2
Carried forward, . . . . .		—			678,539	18	11

## STATEMENT of ACCOUNT—continued.

	£	s.	d.
Carried forward, . . .	820,938	2	5
			
Total of Receipts, £820,938	2	5	

## EXPENDITURE during the year—continued.

	£	s.	d.	£	s.	d.
Brought forward,	—			678,569	18	11
<b>AGRICULTURAL ESTABLISHMENTS:</b>						
General Superintendence and Inspection,	689	15	1			
Albert Training Institution,	2,562	19	9			
Model Farms and Agricultural Schools,	8,083	13	0			
				9,316	7	10
Private Contribution Fund, Payments to Teachers from,	—			125	0	0
Rates Contributions in aid of Residue Fees, Payments to Teachers from, . (Including £88 12s. 6d. amount of Lapsed Money Orders re-issued.)	—			11,991	19	10
Moieties of Rentcharge of Teachers' Residences repaid to Managers by Commissioners,	—			514	11	11
<b>BOOK AND SCHOOL APPARATUS DEPARTMENT:</b>						
Purchase of Books and other requisites,	35,582	4	3			
Wages of Packers, &c., &c.,	681	19	0			
				36,244	3	2
Loss by Fraud,				5	19	10
<b>INCOME TAX:</b>						
Payments to Inland Revenue Department of deductions for Income Tax,	1,110	12	9			
Amount refunded on Claims,	1	13	0			
				1,112	6	3
Payments to Her Majesty's Stationery Office of amount of Sales of Account Books, Commissioners' Rules, and Reports, &c., to Managers,	—			20	18	0
<b>PAYMENTS TO HER MAJESTY'S EXCHEQUER:</b>						
Amounts received on Sales of Books and other School Requisites, exclusive of £13 4s. 7d. returned to managers,	31,465	11	3			
Amount of unappropriated balance of Fees received from Model School Pupils,	2,005	11	5			
Amount of Miscellaneous Receipts,	500	3	5			
Savings on the Parliamentary Vote of 1881-82 surrendered,	22,649	19	0			
				56,621	5	1
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879,	—			8,597	5	5
Balance on 31st March, 1883,			£	26,828	6	2
Total of Payments,			£	829,938	2	5

NOTE A.—The following Table shows the amount of School Fees received from Pupils in the Model Schools severally, and also the Expenditure on each School. Under head of Salaries and Allowances are included the amounts apportioned to Principal and Assistant Teachers out of the Fees paid by the Pupils:—

Name of Model School.	Average Daily Attendance.	Receipts in Fees.	Expenditure (including a portion of School Fees).								
			Salaries and Allowances.			General Expenditure.			Total.		
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Central, . . .	1,570	1,455 4 2	5,253 9 6	163 7 4	3,416 17 2						
West Dublin, . .	335	190 9 9	1,218 11 7	63 0 0	1,381 11 7						
Glasnevin (Village), .	90	39 6 9	309 1 3	41 13 2	351 14 5						
Inchicore, . . .	371	170 3 10	916 14 11	23 12 2	940 7 1						
Atty, . . .	90	75 8 9	441 4 5	49 8 5	490 12 10						
Ballsbridge, . . .	270	117 0 2	1,151 12 2	50 0 5	1,200 12 7						
Ballymena, . . .	345	144 2 2	890 7 4	73 8 4	964 15 8						
Belfast, . . .	1,096	672 5 2	4,136 5 7	361 7 5	4,497 13 0						
Clonsilla, . . .	165	144 10 2	776 14 5	53 2 0	829 16 5						
Colonsay, . . .	184	163 13 1	356 2 10	68 1 4	424 4 2						
Cork, . . .	409	444 11 8	1,605 1 8	226 7 1	1,831 8 9						
Dumassway, . . .	287	120 5 5	1,141 5 4	48 16 10	1,190 2 2						
Emmascorthy, . . .	169	90 18 9	408 0 3	71 16 5	479 16 8						
Enniskillen, . . .	175	137 6 7	704 9 6	145 19 3	850 0 9						
Galway, . . .	110	100 9 7	554 14 9	67 1 2	621 15 11						
Kilkeny, . . .	109	72 2 2	463 1 2	98 4 4	561 5 6						
Limerick, . . .	235	197 13 4	1,068 9 9	81 6 11	1,149 16 3						
Longford, . . .	311	240 4 2	1,429 9 2	170 2 8	1,599 11 10						
Newry, . . .	270	266 17 5	1,325 10 1	69 2 11	1,394 13 0						
Newtownards, . . .	235	175 4 3	1,093 7 3	121 14 2	1,215 1 10						
Sligo, . . .	175	144 1 4	634 2 0	121 17 5	755 0 0						
Trin, . . .	116	84 18 7	568 0 4	54 8 9	622 9 1						
Waterford, . . .	143	138 0 0	645 18 3	182 18 7	827 16 10						
Ballymoney, . . .	210	147 0 9	783 13 3	68 5 0	851 18 11						
Carrickfergus, . . .	247	170 5 8	897 7 1	74 13 6	972 0 7						
Lurgan, . . .	310	183 11 5	1,613 14 0	45 12 8	1,658 6 0						
Monaghan, . . .	222	146 12 0	740 12 7	61 11 1	802 3 8						
Newtownstewart, . . .	153	95 1 10	426 0 4	36 4 5	462 10 9						
Omagh, . . .	328	221 4 1	1,200 6 10	66 11 0	1,266 17 10						
Parsnstown, . . .	103	117 11 6	358 4 2	36 6 10	394 11 0						
	8,782	5,647 14 0	33,422 18 9	2,756 1 11	36,179 0 8						
Deduct School Fees, { Amount paid to Teachers, . . £4,363 16 9 } { Balance passed to Exchequer, . . 2,004 17 9 }											
Net Cost, . . . . .										29,731 6 2	

NOTE B.—The Receipts for Sales of Farm Produce, &c., at each of the two Model Farms under the management of the Board, and the Expenditure thereon in 1882-83, were as follows:—

Name of Farm.	Receipts for Sale of Farm Produce.	Expenditure on Farms, and Training of Students.		
		Working Expenses of Farm, Live Stock, &c.	Maintenance of Agricultural Students, and Salaries of Agriculturists, &c.	Total Cost of Farms and Training Institutions.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Albert, . . . .	4,686 16 2	3,621 2 8	2,562 19 9	6,184 2 5
Monster, . . . .	1,168 11 11	1,411 3 9	409 17 10	1,821 1 7
	5,855 8 1	5,032 6 5	2,972 17 7	8,005 4 0
Deduct Farm Expenses, .	5,032 6 5	Deduct Farm Receipts, .		5,855 8 1
Excess of Farm Receipts,	823 1 8	Net Cost, Farms and Institutions, . . . .		2,149 15 11

NAMES OF THE COMMISSIONERS  
OF  
NATIONAL EDUCATION IN IRELAND,  
ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS,  
ON  
31st DECEMBER, 1882.

---

His Grace The Duke of LEXINGTON.  
 Right Hon. MOUNTFORT LONGFIELD, LL.D.  
 Right Hon. LORD O'HAGAN, K.P.  
 Right Hon. MR. JUSTICE LAWSON, LL.D.  
 SIR JOHN LENTATON, O.B.  
 HON. MR. JUSTICE O'HAGAN.  
 Right Hon. LORD FITZGERALD.  
 JAMES WILLIAM MURLAND, Esq., A.M.  
 Right Hon. LORD CHIEF JUSTICE MORRIS.  
 REV. CHARLES L. MORRIS.  
 REV. JOHN H. JELLEY, D.D., Provost of Trinity College, Dublin.  
 Right Hon. and Most Rev. MARCUS G. BERKEFORD, Archbishop  
 of Armagh and Primate of all Ireland.  
 Right Hon. VISCOUNT MONCK, O.M.G.  
 SIR PATRICK J. KENNAN, K.M.G., O.B., Resident Commissioner.  
 Right Hon. VISCOUNT GORMANSTOWN.  
 SIR ROBERT KANE, LL.D., F.R.S.  
 Right Hon. W. H. F. COOKE, D.L.  
 EDMOND G. DEANE, Esq., J.P.  
 REV. HUGH HANNA.  
 DAVID ROSS, Esq., LL.D., Q.C.

---

*N.B.—The Appendix to this Report is in course of preparation.*

---

DUBLIN: Printed by ALAN THOM & Co., 87, 88, & 89, Abbey-street.  
 The Queen's Printing Office.  
 For Her Majesty's Stationery Office.





10. *Chlorophyll *a** and *Chlorophyll *b** were determined using a Shimadzu 1010 spectrophotometer.

1000

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 395–402

2. The authors declare that they have no competing interests. There was no data generated from this study. The authors are employed at a large public university, affiliated with a research hospital, and publish research in peer-reviewed journals. There was no data generated from this study. The authors are employed at a large public university, affiliated with a research hospital, and publish research in peer-reviewed journals.

APPENDIX  
TO THE  
FORTY-NINTH REPORT  
OF THE  
COMMISSIONERS  
OF  
NATIONAL EDUCATION  
IN IRELAND,  
FOR THE YEAR 1882.

---

*Presented to both Houses of Parliament by Command of Her Majesty.*

---



DUBLIN:  
PRINTED BY ALEX. THOM & CO., 87, 88, & 89, ABBEY-STREET.  
THE QUEEN'S PRINTING OFFICE.

To be purchased, either directly or through any Bookseller, from any of the following Agents, *viz.*  
Messrs. HARTARD, 13, Great Queen-street, W.C., and 32, Abingdon-street, Westminster;  
Messrs. BYER and SPOTTISWOODS, East Harding-street, Fleet-street, and Sale Office, House of Lords;  
Messrs. ADAM and CHARLES BLACK, of Edinburgh;  
Messrs. ALEXANDER THOM and Co., or Messrs. HODGES, FROGS, and Co., of Dublin.

1883.

[C.—3651.—I.] Price 1s.



# CONTENTS.

## APPENDIX A.

	Page
List of Inspectors of National Schools (Head, District, and Agricultural), and Inspectors' Assistants, on 31st March, 1883, . . . . .	1

## APPENDIX B.

General Reports on the State of Education in Ireland in 1882, by the Professors on the Training Establishment and Central Model Schools, by District Inspectors Bole (Londonderry), Osborne (Carrickfergus), Moran (Belfast), Hamilton (Dungannon), MacCreaner (Newry), M'Keil (Boyle), W. M. B. Browne (Ballinamore), Downing (Galway), Dugan (Parsonstown), O'Carroll (Dublin North, No. 2), S. Brown (Dublin South, No. 2), Seymour (Limerick), Purser (Clonmel), MacNamara (Killarney), Macdonnell (Bantry), John Brown (Cork), and on the Agricultural Department by the Superintendent, Mr. Carroll, . . . . .	2
--	---

## APPENDIX C.

Literary Classification of the Pupils who attended once or oftener within the last fourteen days (fortnight) of month preceding Results Examination, . . . . .	29
--	----

## APPENDIX D.

SUMMARIES OF TABLES RETURNED BY THE DISTRICT INSPECTORS IN THEIR ANNUAL STATISTICAL REPORTS FOR 1882-3:	
(1.) Classification of Schools as to Cleanliness, of Out-offices—School-rooms—Children, . . . . .	0
(2.) Classification of Schools with regard to Building, Repairs, &c.—Furniture and Apparatus—Premises, Playgrounds, &c.—Out-offices—Space Accommodation—Supply of Books and other Requisites, . . . . .	52

## APPENDIX E.

Information as to the working of the Pension Act, . . . . .	54
---	----

## APPENDIX F.

I. List of Schools on the Suspended List on 31st December, 1882, . . . . .	97
II. List of Schools to which Building Grants had been awarded, but which were not in operation at end of 1882, . . . . .	99
III. List of Building cases brought into operation during 1882, . . . . .	102
IV. List of Non-vested Schools taken into connexion during 1882, . . . . .	102
V. General Summary of Operation, Building, and Suspended Schools in connexion on 31st December, 1882, . . . . .	105
VI. List of Schools for which Building Grants were sanctioned during 1882, . . . . .	103
VII. Struck-off Schools restored to Roll during 1882, . . . . .	107
VIII. Suspended School re-opened during 1882, . . . . .	107
IX. List of Schools placed on the Suspended List during 1882, . . . . .	107
X. List of Non-vested Schools struck off Roll during 1882, . . . . .	107
XI. Building Grant cancelled during 1882, . . . . .	108

	Page
APPENDIX G.	
I. List of Workhouse Schools in connexion on 31st December, 1882, . . .	109
II. List of Schools attached to Lunatic Asylums, on 31st December, 1882, . . .	111
III. List of Convent and Monastery Schools in connexion on 31st December, 1882 (distinguishing mode of payment), . . .	111
IV. List of Island Schools in connexion on 31st December, 1882, . . .	115
V. List of Industrial Departments (under the Act), recognised in connexion with National Schools on 31st December, 1882, . . .	116
VI. List of Evening Schools in connexion on 31st December, 1882, . . .	117
VII. List of Schools in connexion with which grants for Teachers' Residences have been made, . . .	118
VIII. List of Schools having special grants of salary in aid of Industrial Instruction, . . .	118

## APPENDIX H.

Agricultural Schools in connexion on 31st December, 1882:—

I. Agricultural Schools under the Exclusive Management of the Board, . . .	119
II. Agricultural Schools under Local Management, . . .	119
III. National Schools having School Gardens attached, . . .	120

## APPENDIX I.

I. List of Building Applications aided during the year 1882, with Tabulation showing the Progress towards Erection of the School-houses, from date of reference to Board of Works for report on Site, as described in Lease Queries, till transmission of Plans to Applicant, . . .	121
II. List of Vested Schools to which Grants for Improvements were made during 1882, with Tabulation showing the Progress made in the executing of the Works from time of referring case to Board of Public Works for estimate till Plans, &c., were transmitted to Managers, . . .	122

## APPENDIX K.

List of School Teachers to whom Carlisle and Blake Premiums were awarded for the year 1882, . . .	124
---	-----

## APPENDIX L.

Questions proposed at Examinations of Teachers and Monitors, July, 1882:—	
I. Males, . . .	125
II. Females, . . .	125
Questions proposed in July, 1882, to Candidates for Certificates of Competency to teach certain Extra Branches in National Schools . . .	126

## APPENDIX M.

Special tabulations of Results Examinations of Pupils of:—	
(1). Model Schools, . . .	175
(2). Workhouse " . . .	177
(3). Evening " . . .	179
(4). Convent and Monastery " . . .	180

## APPENDIX N.

I. List of Unions which became contributory from the Year 1875-6, to the year 1882-3, inclusive, giving the amounts paid out of the Rates of each such Union each year, . . .	183
II. Information as to Non-contributory Unions from 1875-6 to 1882-3, . . .	187

# APPENDICES

## TO THE FORTY-NINTH REPORT

OF

## COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND. (1892.)

### APPENDIX A.

#### INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE, 31ST MARCH, 1893.

#### HEAD INSPECTORS.

Name.	Post Town.	Districts in Charge.
Patterson, James, . . . . .	Dublin, . . . . .	32, 40, 41, 43, 44, 46, 47, 49, 50, 53.
Fitzgerald, Michael, A.B., . . . . .	Dublin, . . . . .	18, 22, 24, 25, 27, 32, 39, 50, 53, 57.
Molloy, John, . . . . .	Londonderry, . . . . .	1, 2, 3, 4, 6, 7, 74, 13, 14, 15, 31.
MacSharry, Brian, LL.D., . . . . .	Cork, . . . . .	30, 48, 52, 54, 55, 56, 57, 58, 59, 61.
McCollum, J., A.M., . . . . .	Belfast, . . . . .	4, 6, 8, 9, 10, 11, 16, 17, 18, 23.
Seymour, M. S., A.M., . . . . .	Galway, . . . . .	12, 30, 31, 35, 32, 54, 33, 35, 42, 43, 51.

*Appendix A.*

List of  
Inspectors  
of National  
Schools.

#### DISTRICT INSPECTORS.

No. of District.	Official Centre.	Inspector in Charge.	No. of District.	Official Centre.	Inspector in Charge.
1	Lettistenny, . .	MacNamara, J. C., A.B.	32	Tuam, . . . . .	Hogan, J. F.
2	Londonderry, . .	Bole, W., A.M.	33	Mullingar, . . . . .	Deane, E. F., M.A.
3	Coleraine, . . . . .	Stewart, S.E., A.M.	34	Galway, . . . . .	Downing, E.
4	Ballymena, . . . . .	Stewart, S.	35	Bellinakee, . . . . .	Barron, J., A.B.
5	Downgal, . . . . .	McOleary, W. J., A.B.	36	Pencostown, . . . . .	Purser, A.
6	Serlaine, . . . . .	Nicholls, W.	37	Dublin, North, No. 2.	O'Connell, F. F.
7	Maghera, . . . . .	Steele, J., LL.D.	38	Dublin, South, No. 1.	Newell, W. O'Brien, A.M., C.E.
7A	Cockstown, . . . . .	MacMillan, W.	39	Lisnaveel, . . . . .	Bakerman, G.
8	Belfast, North, . .	Moran, J., LL.D.	40	Dublin, S., No. 2.	Brown S., LL.D.
8A	Carrickfergus, . .	O'Connor, A. T.	41	Peculiarlington, . .	O'Hara, T., A.M.
9	Belfast, South, . .	Gordon, J., A.M.	42	Garr, . . . . .	Cox, H.
10	Newtownards, . .	Stoughton, J. B.	43	Thurles, Temple- more pro tem,	Bardley, F.
11	Lough, . . . . .	Brown, James, A.M.	44	Athy, . . . . .	Maddenell, J.
12	Sligo, . . . . .	Rossiter, D. J.	45	Kerris, . . . . .	Brown, W. J., M.A.
13	Enniskillen, . . . .	Hynes, J. J., A.M.	46	Tipperary, . . . . .	Cowley, A. S., A.B., LL.D.
14	Omagh, . . . . .	Alexander, T. J.	47	Kilkenny, . . . . .	Keehan, M., A.B.
15	Dungannon, . . . .	Hamilton, A., A.M.	48	Youghal, . . . . .	Watt, W. N., A.B.
16	Armagh, . . . . .	Wingfield, E. J. M. A.B.	49	Waterford, . . . . .	Molony, M.
17	Downpatrick, . . .	Healy, W.	50	Ennisorthy, . . . . .	Macaulay, P. T.
18	Monaghan, . . . . .	Salihvan, M.	51	Limerick, . . . . .	O'Donoghue, J. J., A.M.
19	Newry, . . . . .	MacCreanor, E.	52	Rathkeale, Co. Limerick.	Loughnan, J. M.
20	Ballin, . . . . .	Henden, W. P., A.B.	53	Clonmel, . . . . .	Dugan, C. W., A.M.
21	Bellaghadereen, . .	Mullally, M., A.M.	54	Trillick, . . . . .	Connelly, W. W., A.B.
22	Boyle, . . . . .	McKell, R. O., A.B.	55	Millstreet, . . . . .	Shannon, P.
23	Cavan, . . . . .	Brown, W. B.	56	Malton, . . . . .	Rodgers, J. W., A.M.
24	Ballinaberegh, . . .	Wentley, H., A.B.	57	Kilnashy, . . . . .	Macnamara, T.
25	Dundalk, . . . . .	Adair, S., A.M.	58	Bantry, . . . . .	Beatty, H. M., A.B.
26	Westport, . . . . .	McElwaine, A. J., A.B.	59	Durmanway, . . . .	Podder, W., A.B.
27	Roscommon, . . . .	Burnford, W., A.B.	60	Cork, . . . . .	Brown, John.
28	Lough, . . . . .	Donovan, H. A., A.M.	61	Bandon, . . . . .	Rodgers, H. W. M. LL.D.
29	Trillick, . . . . .	Connelly, P.			
30	Dublin, North, No. 1.	O'Galligan, G. R. C.E.			
31	Ballynascara, . . . .	Warner, J. M.K., A.M. (pro tem.)			

## Appendix.

List of  
Inspectors  
of National  
Schools.Inspectors not yet in  
charge of Districts.Smith, C.  
O'Connell, J. A.

## AGRICULTURAL SUPERINTENDENT,

Thomas Carroll, Esq.

## Inspectors' Assistants.

## Residence.

Robertson, William, . . .	Belfast.
Clements, William T., . . .	Lisnasick.
Allman, Samuel, . . .	Cork.
O'Sullivan, Michael, . . .	Dublin.
Lehmann, David, . . .	Londonderry.
Berkeley, William, . . .	Dublin.

## APPENDIX B.

GENERAL REPORTS ON THE STATE OF THE SCHOOLS, for the  
year 1882.

*The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.*

## Appendix.

Professors'  
Report on  
Central  
Model  
Schools and  
Training  
Department.REPORT OF THE PROFESSORS ON THE CENTRAL MODEL SCHOOLS  
and on the TRAINING DEPARTMENT, for the year 1882.

Training Department, March, 1883.

GENTLEMEN,—We beg to submit our report upon the Commissioners' Training College and the Central Model Schools for the year 1882.

## THE TRAINING COLLEGE.

The Commissioners' Normal College for the training of teachers and of young persons who intend to become teachers comprises the following departments:—

(1.) Two domestic establishments—one for male students in North Great George's-street, and one for female students in Talbot-street—in which the students are boarded and lodged during their course of training. These establishments contain spacious dormitories, dining-rooms, study-rooms, &c., and each has an efficient staff of officers who are under the immediate supervision of the professors. The Talbot-street house opens into the Marlborough-street grounds, and that in George's-street is distant about five minutes' walk.

(2.) The training establishment, which is on the Marlborough-street grounds. Here the students receive lectures on the several subjects of the teachers' programme, and on the science of education.

(3.) The Central Model Schools, which are also in Marlborough-street. They consist of three principal schools for boys, girls, and infants respectively, and seven smaller schools of various sizes and organized on different systems. The students in rotation spend certain hours every day for about a month at a time in each of these schools, and are thus afforded an opportunity of becoming practically acquainted with the working of schools having a varying number of pupils and different teaching staffs.

Candidates for admission to the training establishment are required to pass an examination in the subjects prescribed for the third class of national teachers. Male candidates must be over 17 years and females



over 16 years of age. The candidates may be teachers, pupil teachers, monitors, or pupils of national schools, or others who intend to become teachers of national schools. The students on being admitted into the training college are required to enter into an engagement to complete their course of training and to adopt the profession of teaching. When the teacher of a national school enters the normal establishment and does not resign his school, the local manager must provide a substitute to conduct the school during the absence of the teacher, who has to pay the salary of the substitute. The students in training are boarded and lodged free of expense in the domestic establishments, and the travelling expenses to and from Dublin of those who are teachers of schools are paid by the Commissioners.

*Appendix B.*  
Professors' Report on Central Model Schools and Training Department.

The students are of three classes—the general, the special, and the extern class. The general or ordinary class comprises the great body of the students. They enter for a year's course of training, which period includes the vacation. The special class consists of 13 male and 12 female students selected by the professors from the preceding general class. These may remain for another year's course of a more extended character, but they are allowed to leave at any time on receiving appointments to schools. The extern class consists of a limited number of persons who wish to become national teachers, and who are permitted to attend without charge the lectures and the examinations for classification. These students do not reside in the establishment, and they have to provide their own board and lodging.

In addition to the foregoing, teachers not connected with the Board may obtain permission to attend the lectures and the Model Schools without any charge. These are styled "auditors." They are not subjected to any examination, and are not regarded as belonging to the classes of students in training.

Careful arrangements are made for the separate religious instruction and devotions of the students. After roll call every morning, and before retiring to rest at night, the students of different denominations engage in their devotional exercises in separate rooms provided for the purpose. On Tuesdays from ten till twelve o'clock, and on other week days from ten till half-past ten o'clock, the students take part in separate religious instruction. And on Sundays they attend their several churches under the charge of officers of the establishment.

The Session of 1881-2 began in September, 1881, and ended in July, 1882, when vacation commenced. The Session of 1882-3 began in September, 1882. The total number of students who entered the normal establishment for the present course of training is 213. Of these 177 belong to the general class—86 being males and 91 females; 4 females form the extern class; and 18 males and 14 females have been called up to the special class—8 students in addition to the usual number of 24 having been summoned to supply the places of those who obtained appointments.

Of the 177 students who form the general class, 33 (23 males and 10 females) were principal teachers of national schools; 33 (15 males and 17 females) were assistant teachers; 16 (15 males and 1 female) were pupil teachers; 60 (18 males and 42 females) were monitors; and 36 (15 males and 21 females) were pupils.

Of the students who entered for the present training session, 114 had already been classed as teachers under the National Board. Of these 11 were in the first division of second class, 25 in the second division of second class, 55 in the first division of third class, and 23 in the second division of third class. 63 of the students had not been classed.

*Appendix B.*  
 Professors' Report on Central Model Schools and Training Department.

At the date of entering of the 86 male students 16 were under 18 years of age, 61 were between 18 and 25 years, 5 were between 25 and 35 years, and 4 were 35 and above.

Of the 91 female students 8 were under 17 years, 13 between 17 and 18 years, 63 between 18 and 25 years, and 7 between 25 and 29 years.

The average age of the male students was 21.6, and of the females 20.7 years.

The religious denomination of the students of the general class, 1882-3, is as follows:—Roman Catholics, 75 (47 males and 28 females); members of the late Established Church, 54 (17 males and 37 females); Presbyterians, 40 (18 males and 22 females); and other Christian denominations, 8 (4 males and 4 females).

The management of the Training College is placed in the hands of four professors, who give lectures to the students upon the subjects of the programme for examination, and who have the immediate supervision of the students at all times. The professors are also the inspectors and examiners of the Central Model Schools. The professors are aided by four training assistants—two males and two females—who give instruction in the practice of teaching, take charge of the students while proceeding to the lecture rooms and to the schools, and superintend them while at study. Teachers for special subjects attend at stated hours; and the teachers of the Central Model Schools give instruction in school method and management.

The subjects upon which the professors lecture are:—English literature, English language and grammar, English composition, science of education, geography, book-keeping, arithmetic, algebra, geometry, trigonometry, mechanical and experimental physics.

To a selected number of the students Greek, Latin, and French are taught. A classical master attends for 9 hours in the week, and a French master for 12 hours, to give this instruction.

Singing and drawing are taught to all the students, except to a few who show no aptitude for learning them, and for these subjects there are also special masters.

The use of the harmonium is taught to the whole of the female special class and to a selected number of the general class. The instruction is given by a special teacher.

On Tuesdays and Saturdays the male students proceed to the Commissioners' Model farm at Glasnevin, where they receive instruction in agriculture, horticulture, and land surveying.

The female students receive instruction in needlework from a special mistress who instructs in plain sewing, knitting, fancy work, cutting out and making articles of dress, and in the use of the sewing machine. Each student is also required to select the materials for a dress towards the purchase of which the Commissioners give a portion of the price. The student cuts it out and makes it up for herself under the direction of the teacher.

From the assistant matron the female students receive instruction in cookery. In the cottage kitchen—supplied with much the same appliances as may be found in a cottage in the country—a number of the students work in turn at the cooking of simple dishes under the assistant matron's superintendence.

From the matron and her assistant they receive instruction in household duties. They are called upon in turn to keep the dormitories neatly arranged, to prepare breakfast and tea, and to clean and keep in order the articles required for the table. In the laundry they learn to wash and make up small articles of wearing apparel belonging to themselves, such as collars, cuffs, handkerchiefs, &c.

In our lectures on the several literary and scientific subjects we constantly aim at making the instruction truly educational. We strive to excite the interest of the students for the subjects under consideration, to draw forth and develop their thinking powers, and to put them in a position for carrying on their studies by themselves after they leave the college.

*Appendix B.*  
Professors' Report on Central Model Schools and Training Department.

Owing to the fact that the majority of our students are older than those admitted to most training colleges, that many of them have had charge of schools before coming up to be trained, and that most of them are very fairly acquainted with the elementary portions of the literary and scientific subjects of the programme before entering, we are enabled to push on more rapidly—with our senior division at least—than we could attempt with younger and less advanced students; so that in the year we go through much about the same course which in other training colleges is spread over two years.

In the lecture rooms the students receive a course of lectures on the science of teaching and school method, and examination papers upon these subjects are set to every candidate both throughout the session and at the termination of the course of training. In the practical portion of the students' work in teaching, we have recently made some changes and we think improvements. The practical instruction in teaching is now arranged as follows:—

(1.) *Model Lessons.*—These are lessons given to classes of school pupils, under the superintendence of the professors, by the training assistants and the teachers of the model schools, in presence of a number of the students in training, who are required to take notes of these lessons, and submit them for inspection. These exercises are continued throughout the whole course, and thus the students have frequent opportunities of listening to lessons on the various school subjects given by skilled instructors, and of becoming acquainted with the manner adopted by a good teacher, the methods he employs to keep up the attention of his class, and the way in which he brings the subject under instruction before his pupils.

(2.) *Criticism Lessons.*—These are conducted in all cases by the Professors, each holding two of these lessons per week. In a criticism lesson a student is called upon to give a lesson lasting twenty minutes to a class of pupils in the presence of his fellow-students. He has had several days' notice given him to prepare the subject, and to draw up notes of the lesson, which are handed to the professor when the student begins his instructions, but which are not referred to by him while teaching. During the lesson the students write down in their notebooks their opinions of the teacher's manner, language, power of keeping up the attention of his class, method of treating his subject, &c. When the lesson is finished the pupils are dismissed, and the students are called upon in turn to read their criticisms. The professor finally reviews these remarks, and gives his own criticism upon the lesson. One-fourth of the whole number of students is present at each criticism lesson. Each student has to give at least two such lessons during the course, and he has frequent opportunities of joining in the criticisms upon lessons given by other students.

We consider these criticism lessons an educational agency of high value. The student who gives the lesson has to make special preparation, and is called upon to make a formal display of his powers as a teacher. The students who are listening have to exercise their judgment throughout the lesson, and to give expression to their opinions upon it. Examples of good and of bad teaching come frequently under

their notice, and both are of use to the students when they are called upon to form a judgment of the teaching, and to award either praise or blame. Thus, besides the training in teaching, the students are led to cultivate the power of giving expression rapidly and in correct language to their opinions, and to express their thoughts with ease and freedom before an audience. The exercise forms an attractive feature of our training course, and one in which the students take great interest.

(3.) *Training Lessons.*—These are ordinary school lessons given by the students themselves in the practising schools under the superintendence of the head teacher of the school and the training assistants. Any defects in the teaching of the student are noted and afterwards pointed out to him. Occasionally, also, the teacher or the training assistant takes charge of the class, and teaches for a few minutes in the presence of the student. At the end of the course all the head teachers are required to furnish in detail their judgments of each student's capabilities as a teacher.

The practising schools are of different sizes, and organized in different ways. The students visit these in rotation, and thus become practically acquainted with the organization and working of different kinds of schools.

Owing to the number and size of the schools attached to our training college we are enabled to give our students a very thorough training in what is, perhaps, the most important portion of the course—practical teaching. In this respect we are placed in a more favourable position than those training colleges which have only one school—usually an ordinary elementary one—connected with each of them for training purposes. In this school about five or six students only at a time spend a six weeks' period of practice in teaching; and this is the whole amount of school work done by a student during his two years' course. We are able to turn into our schools 80 or 90 students at a time, and this practical work in teaching is continued throughout our year's course of training.

For the purpose of carrying out these arrangements, the male students and the females—who are always separate at lectures and in the schools—are each arranged for lectures into two divisions, a senior and a junior respectively; and for school work these are again subdivided into two. While the senior division is at lectures, the junior is engaged in teaching, half being at model and training lessons, and the other half at criticism lessons; and, while the junior division is at lectures, a similar arrangement is made with the senior division. The alternations also are so made that each division has an opportunity of seeing the work in the schools during both the morning and the afternoon hours.

The students spend from 9 to 4 o'clock every day at lectures or school work, except on Saturday when the business finishes at half-past 12 o'clock for the female students, and at 2 o'clock for the males, and on Tuesday when the hours from 10 to 12 o'clock are devoted to the religious instruction of the students and the pupils of the Central Model Schools. On Wednesday, if the day be fine, the female students are allowed a walk from 1 o'clock till dinner time. For an hour every morning in winter, and for an hour and a half in summer before breakfast, and in the evenings from half-past five to half-past eight (with a quarter of an hour's intermission) the students are at study under the superintendence of the training assistants.

Examinations are held by us frequently throughout the course to test the progress made by the students, and at the end of their period of training final examinations are held, upon the results of which and of

the tests we have been previously able to apply the students are awarded their class certificates as teachers under the National Board. These final examinations are precisely the same, and conducted under the same provisions and by the same examiners, as those held on the same days at the local centres throughout Ireland for the classification of National Teachers. In the case of male candidates these examinations last for four days, and for female three days.

At the final examinations which were held in July, 1882, at the close of our last training session, 161 students (70 males and 91 females), who had completed their course of training, presented themselves. Of the 70 male candidates 1 was placed in the first division of first class, 5 in the second division of first class, 27 in the first division of second class, 11 in the second division of second class, 17 in the first division of third class, 4 in the second division of third class, and 5 failed in obtaining any classification.

Of the 91 females 18 were placed in the second division of first class, 25 in the first division of second class, 13 in the second division of second class, 23 in the first division of third class, 8 in the second division of third class, and 5 failed in obtaining classification.

16 students (9 males and 7 females) left the establishment, owing to various causes, before the final examinations, and were returned by us as "not trained."

One hundred and twenty-four students (55 males and 69 females) received certificates for drawing; 79 students (31 males and 48 females) received certificates for singing; and 57 female students were registered as able to play the harmonium.

As in former reports, we are able to speak in the highest terms of the students' general conduct. Eager to learn, they are most attentive at lectures, and are always found willing and industrious at their school work, their studies, and the preparation of their lessons and exercises. They are at all times amenable to the discipline of the establishment, and although occasionally we have to inflict fines or to administer reprimands these are as a rule for very minor offences.

We are happy also to be able as usual to state that although our students are of different religious denominations, no sectarian or political strifes arise among them. No dispute proceeding from this cause, even of the slightest character, has come under our notice.

#### THE CENTRAL MODEL SCHOOLS.

The Central Model Schools consist of three principal schools for boys, girls, and infants respectively, and seven smaller schools of various sizes, four of which are for boys and three for girls.

The principal boys' school has a teaching staff consisting of 1 principal teacher, 4 assistants, 2 pupil teachers, and 18 monitors. The main schoolroom is 80 feet by 50 feet, and there are in addition 5 classrooms. The average daily attendance of pupils for the year 1882 was 414.

The principal girls' school has 1 principal teacher, 8 assistant teachers (including a drawing mistress, a singing mistress, and a workmistress), 2 pupil teachers, and 20 monitors. The main schoolroom is 61 feet by 51 feet, and there are 2 classrooms. The average daily attendance for 1882 was 372.

The infants' school has 1 principal, 2 assistant teachers, 2 pupil teachers, and 15 monitors. The main schoolroom is 46 feet by 30 feet, and there are four classrooms. The average daily attendance for 1882 was 202.

The smaller schools have average attendances varying from 43 to 99.

*Appendix*  
Professors'  
Report on  
Central  
Model  
Schools and  
Training  
Department.

*Appendix.* In the smallest of them the teaching staff consists of 1 principal and 2 monitors, and in the largest of 1 principal, 2 assistants, and 3 monitors. These schools are organized on different systems; and in size of rooms, average attendance of pupils, and number of teachers each of them represents very fairly a class of the ordinary national schools throughout the country.

On the rolls of all the schools there were 3,047 individual pupils who attended during some part of the year 1882. The average number of pupils on the rolls of all the schools for the year 1882 was 2,010. The average daily attendance was 1,487.

The religious denomination of the pupils on the rolls of all the schools on the 31st December, 1882, was as follows:—Roman Catholics 1,100; members of the late Established Church 532; Presbyterians 123; other denominations 63.

The different religious denominations receive separate religious instruction on Tuesday from 10 to 12 o'clock, and on the other days of the week from 10 to half-past 10 o'clock. This instruction is given to the Protestant children by the clergymen and teachers of their own denomination, and to the Roman Catholic children by the Roman Catholic teachers of the schools.

The secular instruction, which all denominations attend together, lasts from 10½ to 3 o'clock, on every day except Tuesday and Saturday. On Tuesday the secular instruction lasts from 9½ to 10 o'clock, and from 12 to a quarter past 3 o'clock, and on Saturday from 10 to half-past 12 o'clock. In addition to the regular work of the school, a morning class is held every day from a quarter past 9 till ten minutes to 10 o'clock, and although attendance at the class is quite optional with the pupils, most of them come to it regularly, and engage in the work with great energy.

All the pupils pay school fees, with the exception of the monitors, who are free. The rates of payment are:—£1, 10s, 5s, 2s. 6d., and 1s. 1d. per quarter; and 3d. per week in the case of the children of soldiers. The fees required from the pupils are regulated according to the means of their parents. Pupils whose parents are well off are called upon to pay the higher rates; but scrupulous care is taken in the case of the poorer children that the fees required from them shall be such as their parents can easily pay. Thus none, not even the poorest, are debarred from the excellent education afforded by these schools.

Of the pupils on the rolls at the end of 1882, 14 were registered at £1 per quarter, 176 at 10s. per quarter, 487 at 5s. per quarter, 777 at 2s. 6d. per quarter, 281 at 1s. 1d. per quarter, 12 at 3d. per week, and 69 monitors were free.

The total amount of school fees received during the year 1882 was £1,403 1s. 11d.

These schools afford to the children of all classes and of all denominations a thoroughly sound elementary education. The chief attention of teachers and pupils is devoted to the elementary subjects—reading, spelling, writing, and arithmetic. In addition to these, grammar, geography, and needlework (in the girls' schools), are taught to the junior classes, and to the higher classes—English grammar and composition, mathematical and physical geography, book-keeping, advanced arithmetic, algebra, geometry, and needlework in the girls' schools. Vocal music is taught by special teachers to all the pupils, and drawing to all classes above the third. A French master attends every day to give instruction to all who wish to join his class, and who are willing to pay 5s. a quarter in addition to their ordinary school fees. Latin and Greek are taught in the same way by a special teacher, who is paid 10s.

a quarter by the pupils who join his class. The piano is taught to girls who pay 10s. a quarter to the teacher who gives the instruction.

A class in connection with the Science and Art Department is taught out of school hours by the head master of the principal boys' school. The pupils of this class have for many years past been very successful at the May examinations held by the Department.

The sound character of the instruction given in the Central Model Schools is proved by the success of the pupils in after life. Many of the senior boys have been given posts in business houses, and have in numerous instances risen to very good positions; many have won in open competition appointments in the Civil Service, and have almost invariably proved themselves capable and faithful servants of the Crown; many have entered the Board's service as teachers; and others have joined the learned professions.

At the annual examination of the schools held in May, 1882, we examined 1,326 pupils. In reading 96 per cent. of those examined passed, in spelling 91 per cent., in writing 97 per cent., and in arithmetic 83 per cent. Of these passes, 83 per cent. of those in reading, 82 per cent. of those in spelling, 71 per cent. of those in writing, and 70 per cent. of those in arithmetic were passes with credit.

The total amount of results' fees earned by the schools during the year 1882 was £579 14s. 4d.

These results show that the work done in the schools is sound and good. The attention given to advanced subjects has not injured the teaching in the elementary subjects—indeed it is doubtful that better results in these subjects would have been produced had the pupils given their whole attention to them exclusively, to the neglect of the more advanced subjects.

Since our last report the infants' school has been organized on the Kindergarten system, and has been fully supplied with the "gifts," desks, and other apparatus required to carry out the methods of Froebel. Under the charge of the present head mistress, this school presents at all times a most attractive scene, more especially when the little ones are engaged in the Kindergarten exercises, which are evidently a source of enjoyment to them, and which at the same time are so thoroughly calculated to draw forth their mental powers, to cultivate their taste, and to form habits of observation, of order, and of ready obedience.

The students in training visit all these schools in rotation, spending about a month at a time in each. They have thus an opportunity of becoming practically acquainted with different systems of organization, and, in the smaller schools, they take part in the different methods of working applicable to ordinary National schools; so that when they are called upon to take charge of schools of their own, they are able to choose that system which is best adapted to the circumstances in which they find themselves placed.

Besides the exercise in practical teaching afforded to the students in training, the Central Model Schools give a preparatory training to a junior staff of 76 pupil teachers and paid monitors. The pupil teachers are appointed at the minimum age of 16, and serve for 3 years; monitors at the minimum age of 13, and serve for 5 years. These teach for about half the school time, and receive instruction for the other half.

An evening school, designed for artisans and others who cannot attend school in the day time, is held during the six months beginning 1st October, and ending 31st March. The school is open on four evenings of the week, from half-past 7 to half-past 9 o'clock. During the session which ended on 31st March 1882, the total number of individual

Appendix B  
Professors'  
Report on  
Central  
Model  
Schools and  
Training  
Department

pupils who entered the evening school was 252, and the average attendance was 97.5.

Of the pupils on the rolls of the Evening School during the session 1881-2, 165 were Roman Catholics, 79 were members of the late Established Church, 7 were Presbyterians, and 1 belonged to another denomination.

The rates of payment were as follows: -17 paid 10s. ; 32, 7s. 6d. ; 49, 5s. ; and 38, 2s. 6d. per quarter ; and 18 paid 16s. ; 20 paid 12s. ; 48, 8s. ; and 30, 4s. for the whole session.

The total amount of school fees received for the session was £90 4s.

The results fees earned at the examination held at the close of the session amounted to £9 10s.

It will be seen that the work done by the Central Model Schools is of a very varied and very important character. They offer a superior education to all classes of the community—to the poor and to the rich, to infants, youths, and adults ; they give a direct preparatory training to a large number of monitors, many of whom enter the service of the Board as teachers ; and they afford the means of a thorough training in practical teaching and school management to a large number of students, and thus form an essential portion of the Commissioners' Training College.

We are, gentlemen, your obedient servants,

D. O'SULLIVAN,  
J. GURNEY,  
P. W. JOYCE,  
J. J. DONKERTY, } Professors.

The Secretaries,  
Education Office, Marlborough-street.

Reports on  
State of  
Schools.

MR. BOLE, A.M.

Londonderry, February, 1883.

Mr. Bole,  
Londonderry.

GENTLEMEN,—I have the honour to furnish, for the information of the Commissioners, my general report on the state of the schools under my superintendence.

The district of which I have charge is the same in extent as when I furnished my last general report, and has remained unchanged in area since I was appointed to it more than ten years ago. It is pretty equally divided between the counties of Donegal and Londonderry. The Donegal portion of the district includes the barony of Inishowen, a tract the greater portion of which is remote, bleak, and poverty stricken, and in which the progress of education is impeded by difficulties which do not exist in more favoured localities. For a considerable period there has not been a year which was not attended by special drawbacks. The most serious of these was a succession of epidemics, which in many cases caused schools to be closed, and for long periods interfered with the attendance of the pupils. There have also been unusually stormy winters, the weather being often such as to prevent the possibility of many of the pupils attending. Over a considerable portion of the district there has been an additional element of drawback in the prevalence of the social unrest which has pervaded many parts of the country ; there have been in numerous localities extensive evictions, the minds of the people have been unsettled, and while at the best of



times there has been in such places but little disposition to take the utmost possible advantage of the means of education within their reach, the carelessness on this subject has been intensified, and attendance rendered more fitful and fluctuating than usual. In the Londonderry portion of the district containing the prosperous and extending city of Londonderry, there is a more well-to-do population, and as might be expected there is also a better class of schools and of teachers, this result being in many cases aided by the donations given by the Irish Society, and by such of the London Companies as own estates in the district, as well as by several private landlords. The attendance at the National schools in the city of Londonderry for the past year was 2,116. These schools are working admirably, are very well attended, and giving great satisfaction. I regret that the school accommodation in the city has failed to keep pace in extension with the increase of population, but this defect is likely soon to be remedied.

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*  
*Mr. Bole,*  
*Londonderry.*

Taking a general survey of the entire district, I have much satisfaction in reporting that notwithstanding all the drawbacks and elements of discouragement to which I have referred, the state of education shows steady and continuous progress. Six new schools have been added since the date of my last report, the number having increased during the three years from 136 to 140. The average attendance has increased during the same period from 6,507 to 7,230; the average attendance six years ago was 5,944. The average attendance per school shows an increase from 49.7 to 53.5 during the past three years. This improvement is accompanied by a corresponding advance in the extent and quality of school accommodation. The worst school-houses continue steadily to disappear, and are being replaced by others of a superior description, and the new school-houses taken into connexion in recent years are invariably in all respects suitable and well constructed. The school-houses are in general kept in a satisfactory state of repair, the furniture and fittings seldom furnish ground for complaint, and the supply of maps and other apparatus for collective teaching, as well as of books and requisites for the use of the pupils is well kept up. In fact, in respect to all the material appliances for teaching, I can report very favourably of the condition of the district placed under my charge. After careful consideration I am disposed to report in similar terms regarding the working of the schools, and the character and success of the teachers as instructors of the young. Though often obliged to express disappointment, my record is on the whole one of steady progress. At incidental visits, in every case unexpected, there is rarely found any occasion for blame, and at secondary inspections a favourable impression regarding the daily work of the school is generally produced. I have never known the teachers as a body to be more characterized by earnestness and zeal than at the present time, and in a large number of instances they show a gratifying amount of success. But it must be admitted that in many of the remote and of the smaller schools, while there is no want of faithfulness and of the wish to succeed, there is a sad lack of skill. This must continue to be the case so long as there is to a large section of the teaching body a total absence of skilled professional training, their only preparation for office being the instruction which they have received, whether as pupils or monitors, in schools conducted by untrained teachers, little better qualified than themselves. It is no wonder that in the case of many such teachers, the style of teaching has fallen into faulty grooves, and keeps in them, and that the results of examination are disappointing. In former times such teachers would have obtained valuable hints and suggestions from

*Appendix.*  
*Reports on*  
*State of*  
*Schools.*

*Mr. Dale,*  
*London-*  
*derry.*

the inspectors in the course of the ordinary examinations, but under the present system of results examinations, the work of examination, with the accompanying details, fully occupies the time and energies of the examiner, while on the examination day there is no opportunity of observing the manner of working of the teacher. The pressure of results examinations in this district has become so great that little time is left for secondary examinations and incidental visits, and it is only by a constant effort that in recent years I have been able to make even a moderate number of such inspections. It would be of great importance that more time should be at the inspector's disposal for the purposes of inspection, as distinct from examination. The influence which he can exercise over the education of his district would thus be greatly increased, and his usefulness as a public officer extended. No portion of his time is of more value than that spent in such visits; they are much prized by earnest teachers, and attended by such as most require to be looked after, and they afford opportunities for suggestions tending to improvement, and often to the correction or prevention of errors which would lead to trouble and disappointment.

I find the school accounts kept carefully, fully and punctually. In only one instance did I detect falsification during the past year, and the case was rather peculiar, that of an infant kept on the rolls of the school for several months after the child had left and gone to another school, regularly marked present at both schools for this period, and produced for examination at the school from the rolls of which the name should have been long struck off. At the examination of that school in June, there was nothing to excite suspicion, as according to the records of attendance there was no irregularity, but when at the examination of the other school in October, I found a child presented, whom I then ascertained to have been examined so recently elsewhere, it was clear that both presentations were not made consistently with the regulations, and on further inquiry the fraud was proved and confessed. The facilities for the detection of falsification in the school returns are so great, that with due care and vigilance on the part of the inspectors, the accuracy of the records of attendance may be relied on with a fair amount of confidence, and I think there are now few teachers in my district who are not superior to the temptation to irregularity in this respect. This state of affairs contrasts very favourably with that which unfortunately prevailed a few years ago, when the numerous cases of falsification which turned up formed a painful and distressing element in my experience.

The opinions expressed regarding the schools and the teachers by managers and others interested in popular education, are uniformly appreciative and encouraging. Those who know intimately the daily life of the teachers, and the daily working of the schools, who are frequently coming in contact with parents and pupils, who could hardly fail to become acquainted with instances of carelessness or neglect, and who are reached by every petty complaint that may arise, bear testimony to the usefulness of the work accomplished, to the exemplary lives of those engaged in that work, and to an influence for good exercised in their various localities by teachers whose influence, both in the way of precept and example, is very powerful over those brought under their control at a highly impressionable period of life. Testimony of this kind frequently tends to modify the unfavourable impression which might otherwise be produced by failure in certain classes or subjects of instruction, and renders the inspector more disposed to give weight to explanations offered in extenuation of the defect. There is no doubt that the National Schools continue to occupy as high a place as ever in

popular estimation, and are recognised by those who have a right to form a judgment as doing good work for the country. The view seems to be generally entertained that the state of instruction in them is progressive, and that there is reason to feel fairly satisfied with the results attained, and look hopefully for further improvement. The present condition of the schools has been reached under many disadvantages; with increased prosperity in the community, with more favourable seasons, affording a better return to the labours of the agricultural portion of the community, and with an arrangement as to training, which would place the majority of the teachers in the way of being duly prepared for efficiently and skilfully entering on their office, it might be expected that the National Schools would attain a state of success which would satisfy the wishes and expectations of all interested in them.

I look with satisfaction to the probable gradual disappearance of a number of small schools, which is likely to take place without any public disadvantage. Such schools are a great tax on an inspector's time; on them also a good deal of the funds for education is wasted without corresponding advantage, a great deal of teaching power is also frittered away, and the gain to the surviving schools will more than counterbalance any loss which may result from their removal. It is of much benefit to have the teaching resources solidified and energized, and one vigorous, prosperous and well-worked school is in all respects of more value than two or three weak starveling institutions, which are almost driven to unfair and unhealthy competition to maintain their existence. I have long regarded the existence of so many small schools, often in close proximity, as one of the serious hindrances to effective education, and I find the same opinion generally entertained by other inspectors with whom I have the opportunity of conferring from time to time.

The paid monitors continue to give satisfaction. There are now ninety-four employed in this district. Their instruction is faithfully attended to by the teachers, and they are found useful in teaching the junior classes. Their school examinations are in general passed with credit, and for the first two years of their course they are, in most instances, considerably in advance of the requirements of their programme. The teaching test introduced into these examinations is a great improvement, and will cause more attention to be paid to their instruction in the practice of teaching. Those already examined have acquitted themselves under the new test much better than I expected. It is to be regretted that so many fail at their third year's examination in July. But to me this is a matter more of regret than of surprise. There are many causes contributing to the failure. This examination is looked forward to with excitement, and, in many cases, positive alarm; the preparation for it for some time before the examination, has been intense and exhausting; the monitor, at a time of life when impressionable by such influences, is brought away from home, and in a large town has to find lodging among strangers; his food is irregular and, probably in the days of examination, neglected; sleep is also likely to be interfered with; the examination is that recognised as the *teachers' examination*; the monitor sits on the same bench with the teachers, and receives the same papers as many of them, the regulations are rigid, and all the surroundings impressive; and it is not strange that from the operation of these and other causes the faculties are in a state of undue tension, and sometimes the drift of the questions is quite misapprehended, and sometimes the answer or solution has for the time quite disappeared, to return again under the influence of the open air and freedom from the exciting

*Appendix B.*  
Reports on  
State of  
Schools.  
Mr. Balr.  
Londonderry.

Appendix B.  
Reports on  
State of  
Schools.

Mr. Dale,  
London-  
derry.

associations of the examination room. I know several instances in which the ordeal has thus proved too trying, and promising young persons have, in consequence of failure, been obliged to give up a career in which, up to the time of such failure, they showed every prospect of being successful and useful.

But little advantage has been taken of the provision made for facilitating the erection of teachers' residences from the public funds. Only three houses have been so erected in the district. They serve to make the teachers not only comfortable, but respectable, and it is a pity that managers are not more sensible of the advantages conferred by this provision of the legislature. If the great body of the teachers were as respectably housed as they might thus easily be, a standing grievance would be removed, and a great benefit would be rendered to the cause of education. The operation of the Pensions Act has been more extensive and beneficial. There are now nine teachers in this district in the enjoyment of pensions, after having attained the maximum age, in addition to several others who elected to receive retiring gratuities. Three others will be leaving this year on full pensions. Those whom I meet are cheerful and contented, and enjoy their well-earned leisure and retirement.

As regards the proficiency of the pupils examined, it may be stated in general that on the whole the lower classes acquit themselves in a satisfactory manner, while in the higher classes the results of examination are, in most cases, more or less disappointing. The pupils examined as infants are generally very far in advance of the requirements of the programme. A large proportion of them could pass creditably in reading and spelling as first-class pupils. The start thus obtained is of great value in after years, as it enables the course of instruction for first and second classes to be made up with comparative ease. In the third class there is more of effort required, but in this class the failures are not so numerous or remarkable as when the pupils have advanced further in the school course. In the fifth class, the examination in grammar, geography, and arithmetic frequently results in failure. It is not to be inferred that less attention is paid to the higher classes, for it is in a large measure to the teacher's interest and profit to secure satisfactory results here than in the lower classes. The cause of failure sometimes exists in a certain degree in the strain put upon pupils for some time before the examination, and the state of excitement to which they have been worked up in the prospect of its coming on. A measure of nervousness is thus produced, the tendency of which is to interfere with the judicious exercise to the full extent of the mental powers of the individual. This frequently finds utterance in the letters written by sixth class pupils on the day of examination, in which they complain that their faculties fail them on the testing day, so that they are unable to do what at other times would be easy. Such excitement is also sometimes caught as by a species of infection from the teacher, who cannot conceal the intense interest with which the proceedings of the day are invested in his estimation. I have observed a large class upset in this way by the extreme nervousness of a few of its members, leading to blunders and errors which passed from one to another, so that all appeared to be unable to do themselves justice. An examiner is often perplexed by the silly shyness of pupils, as if afraid to speak, which is attributed by teachers to the fact that they rarely, if ever, see a stranger or visitor in the school. In other cases there is a similar exhibition of stolid indifference, manifesting itself in the absence of any attempt to answer, and the disposition to allow the question to pass on to the next. Of course, faults

like these should be removed by judicious instruction, and such removal might fairly be looked for as part of the outcome of the work of a good teacher; but still they exist, and often constitute a disagreeable item in the work of examination. From influences such as I have described, the younger pupils are free; they understand but little of the interests involved, and in consequence, meet the ordeal of examination with courage and self-possession, and do their best. While failures may be to some extent accounted for from the above causes, it is obvious that they would form a most inadequate explanation of want of success, except to a very limited extent. The great reason why our schools do not realize the expectations of those interested in their progress, lies in the irregularity of attendance so long complained of, and in the indifference of parents, to which such irregularity is, in most instances, to be attributed. While there are so many pupils examined, whose entire attendances amount to a little over 100 days in the year, and these generally scattered and at different periods, it is in vain to look for satisfactory results, or to expect the progress which, under more favourable circumstances, might fairly be looked for. Unfortunately it often happens that schools the most unfavourably circumstanced in this respect, are in charge of teachers defective in skill, in power of organization, and in the faculty of imparting knowledge. I do not observe any considerable improvement in the regularity of attendance. The number qualified for examination in most schools remains pretty uniform, and there seems to be a rather increasing number of those who barely qualify. Some improvement might be effected by slightly raising the number of days required to qualify, as there is a goodly number of pupils disposed to make an effort to complete the attendances which will render them eligible. With such attendance as we have in most of the rural schools, the requirements of the programme for the higher classes are regarded by most of the teachers as very trying, and, indeed, in many instances, it cannot be wondered at that there is a failure to accomplish the whole course prescribed.

The reading, in general, shows a fair amount of improvement. I observe less of hesitancy and blundering, and have reason to believe that this important subject is receiving an increased amount of care and attention. I am also better satisfied with the answering on the subject matter of the reading lessons, and can report under this head more favourably than I have done on previous occasions. It is always to be borne in mind that in remote localities the vocabulary of the pupils is very limited, and their reading confined to the books they use at school. From this cause they frequently fail to catch the drift or bearing of the question, and their difficulty in this respect is increased by the strangeness of the examiner's voice and accent. In such cases pupils are reluctant to run the risk of failure, and sometimes remain silent rather than express their ideas in what appears to them homely language. At a recent examination I was convinced that not one pupil in the second class understood the meaning of the phrase "declining in his health," until one had timidly dropped the word "dency" in explanation, when the countenances of the entire class expressed agreement so fully as to show that I had miscalculated their knowledge in this case. The unexpected approval with which this answer was received served to loosen the tongues of several in the class during the remainder of my examination on the lesson. When I have the opportunity of hearing classes examined by teachers or monitors on their reading lessons the answering generally appears good, but the children find it difficult to realize that the inspector will ask them anything that is easy, and it is often interest-

Appendix B.  
Reports on  
State of  
Schools.  
Mr. Bole,  
Londonderry.

Appendix B.  
Reports on  
State of  
Schools.

Mr. Als.  
London-  
derry.

ing to observe how, at the close of a rather unsuccessful examination, it appears to be beginning to dawn on them that all that they were asked was simple enough, and that, with a little effort and exercise of thought, they might have come through with credit. There is often a persistent attempt to answer the question in the words of the book, without regard to connexion of ideas, and when that attempt proves unsuccessful, it is given up as a puzzle. There is no doubt, however, that the pupils who have passed in higher classes are able to read any ordinary book or newspaper with profit: they have had, in their ordinary reading lessons, passages as difficult as they are likely to meet with. There is more attention being paid to accuracy and taste in the repetition of poetry, though there are still many schools in which one is compelled to say that it would be better that the pupils should not learn any poetry at all, than learn it in the absurdly inaccurate way in which they repeat it, without any attention to sense, and seeming to regard the rhyme as the only point to be attended to. The want of intelligent comprehension of the poetical pieces is often greater than the ear detects. At secondary examinations I am in the habit of requiring some of the classes to write from memory a few lines of one of the pieces lately committed to memory, and often find blunders which would not be detected in the repetition of the passage, but which show that sound, and not sense, is mainly looked to.

Oral spelling, in the lower classes, is very good, and in the higher classes very fair. There is not sufficient attention paid to the learning of the meaning of the words in the vocabularies, which might be made more useful than it is by most teachers. The writing from dictation is very fair, and does not call for any special remark.

Writing is taught with very considerable success. In most schools the pupils of first class are taught to write from copies written on the black-board between two painted lines, and to be imitated on similar lines ruled on slates or paper. There is thus a good foundation laid for well-proportioned writing in the future years. There is now due attention paid to the use of copybooks suited to the progress of the child, and there is no occasion for the complaint, prevalent until lately, of the use of unsuitable and wrongly-graduated copybooks. I have, however, found a good deal of evil to arise from the miscellaneous use of books of several different series in the same classes and by the same pupils, thus causing the advantage arising from system and graduation to be, to a great extent, lost. The fault of this error is so obvious that it will soon right itself, and teachers will learn to adopt some one style and series, and to adhere to it, except in cases where there is some sufficient reason to adopt a different course. There is no subject in which so marked improvement has been effected in late years as in penmanship.

In arithmetic the pupils of the junior classes acquit themselves very well, while in fourth and higher classes the failures are very numerous. And yet there is no subject on which so much time and labour are spent in those classes. I believe the examination cards, especially for fifth class, are too trying, and require a power of thought and reflection which need not be looked for from pupils at the age at which they are found in these classes. There would be more satisfactory results if the questions generally fell more clearly and easily under the rules of arithmetic prescribed for the class, without involving little problems, which, however simple they may appear, are evidently too trying for the children of any but the highest class.

Grammar and geography are still the weak subjects of the ordinary course, and are still taught with unsatisfactory results. There must be want of care on the part of many teachers to account for this want of

success, for it is clear from the results attained in many schools that there is no difficulty in teaching these subjects very well to the extent required by the programme. I adhere to the opinion expressed by me in previous reports that grammar might with advantage be removed from the third class course. The subject would be better taught from being not entered on so soon, and to the third class it would be a relief to have only one new subject introduced instead of two, as at present. The course of geography for fifth class, first stage, might be made more definite by having, along with the maps of the continents, a portion of a text-book relating to those maps proscribed, which the pupils would be expected to learn, and according to which the examination should be regulated.

I was glad to see that in the last issue of the Results Programme some of the sub-heads had disappeared, having been incorporated with the main heads of their respective subjects. This process might be with advantage extended: the examination would be somewhat simplified thereby, and the sub-heads would receive more attention, when it would come to be known, as would soon be the case, that these portions of the subjects would be taken into account in assigning the pass mark.

I do not observe much improvement in agriculture. This subject would be better taught if it did not enter into the course of fourth class. Boys at that stage are too young to acquire any but a rote knowledge of the principles of agriculture; they enter on the subject without interest, and often with dislike. After having reached fifth class, the subject might be introduced with more advantage. Since the fee for this subject was raised, it has received more attention; it is now taught in nearly all the town schools, and with more success in these than in the rural schools.

Bookkeeping is similarly taught in a good many rural schools, the teachers being tempted to add this subject to the already sufficiently extensive course by the facility with which the pupils can be prepared in it. I would recommend that agriculture and bookkeeping be regarded as alternative subjects not to be taken up in the same school.

Besides singing and drawing, there is not a great deal done in extra branches. In many cases the extra subjects are introduced at too early a stage, and a good deal of labour is lost thereby. I examined, during the year, about eighty pupils in third or higher year of sixth class, for whom no results fees were payable in the ordinary branches. In few of these cases was there as much made of extra subjects as might have been, and the cause usually was that in earlier years these subjects had been exhausted so far as the capacity of the pupils went. Where there is a likelihood of pupils remaining at school for more than two years in sixth class, it would be of advantage to have the extra branches left for this period of their school career, and that they should be taken up with energy and industry, when the instruction in the ordinary branches might be fairly regarded as completed.

I cannot conclude this report without expressing my obligation to the managers for uniform and continued courtesy and consideration, and for their good-natured attention to all my communications regarding the welfare of their schools. I have often felt my labour lightened by the appreciation extended to it, and the total absence of anything approaching misunderstanding has rendered the discharge of my duties a pleasant task.

I am, gentlemen, your obedient servant,

WILLIAM BOLE,  
District Inspector.

The Secretaries.

C

## Appendix B.

Reports on  
State of  
Schools.Mr.  
Osborne,  
Carrick-  
fergus.

## MR. OSBORNE.

Carrickfergus, March, 1883.

GENTLEMEN.—In obedience to your instructions, I beg to submit my third general report on the schools and education in this district.

In the number and circumstances of my schools there is not much change since my last report and the general management is pretty nearly the same.

During the past year I have examined and reported on 121 schools for results and 32 schools for secondary reports, and have made 104 incidental visits to 60 separate schools. I have examined 6,729 pupils for results in the ordinary programme and 2,080 pupils in extra branches, besides 1,367 pupils in secondary examinations. In the performance of this duty I have travelled 2,976 miles, occupying above 500 hours, and have spent in actual examination 818 hours and 40 minutes.

There is since my last general report a gratifying improvement in school buildings. Now, substantial, and suitable structures in Carrickfergus (Albert-road), Sallatobar, Ballyclare M., Ballyclare F., and Mullaghmoistin are now occupying the places of bad and objectionable buildings, and the following school-houses have been enlarged and otherwise improved, Craiganorne, Roughfort, Stranidhearn, Trooper's-lane, Whiteabbey (2), Minerva-place M. and F., and Monkstown.

I have no school buildings now that I would regard as decidedly bad and unsuitable, but I have at least four which I would like to see improved or replaced by better structures. The other buildings are good and some of them excellent. I have still however fourteen schools that have no offices.

There is no change as to teachers' residences, and no attempt has been made to take advantage of the Parliamentary Act on this subject. For only one school-house (and it is a poor one) is any rent paid by the teacher.

*Teachers.*—I am glad to be able to report most favourably of my teachers as a body. They are earnest, attentive, and diligent in the discharge of their important duties, maintain a good character, and have considerable social influence. All the Poor Law Unions in my district are contributory.

*Paid monitors.*—I have in this district at present 29 male and 58 female paid monitors in schools which are fairly officered and appurtenanced, and where they have suitable opportunities of being trained and prepared for the business of teaching should they be finally disposed to adopt this profession.

Of the whole number of paid monitors who have passed through the schools in this district since it came under my care, only 10 males and 28 females entered the ranks of National Teachers either as principals or assistants, and of these a few have not remained, but owing to marriage and other causes have left the service of the Board. Female monitors of suitable merit can here be obtained in sufficient numbers, and while, after their training and their appointment to schools, they remain unmarried they continue generally for some years in the public service; but male monitors of eligible qualifications are difficult to procure and still more difficult to retain. In Islandmagee, and along the coast line of my district boys have an irrepressible desire for a seafaring life and generally resort to it. The other parts of my district are so near to Belfast, or to other centres of commercial



and manufacturing industries, that clever, intelligent lads, such as would be suitable for our schools, are tempted by higher inducements, and what they deem better prospects, to turn their backs upon the less inviting position of a National teacher.

Appendix B.  
Reports on  
State of  
Schools.

Mr.  
O'Donnell.  
Carrick-  
fergus.

The present arrangement for the annual examination of paid monitors will not, I fear, prove satisfactory. To examine a school for results fees, especially if it is a large school with extra branches, to include the monitor or monitors in the examination, and on the same occasion to examine the monitor in his technical and literary course, and test by actual practice his powers as a teacher, controller, and examiner of a class will hardly come easily within the power of an Inspector. The number and importance of the various matters that on the day of the results examination require to be looked keenly into, the pressure of personal responsibility and the anxious desire to discharge his difficult duties faithfully to the Commissioners, the teacher, and the public, demand all his attention and he has not time, calmness of judgment, and sufficient opportunity to ascertain and decide as to the attainments, temper, aptitude, and probable teaching success of the young person or persons then called before him to give evidence of their ability. It may be possible in some degree during the progress of a results examination for an Inspector to observe and form an opinion of a monitor's power of instructing, managing, and controlling a class or draft, but, I am of opinion that something like the local group examinations formerly in use will alone be effectual to ascertain the mental ability, literary attainments and moral and technical qualifications of those young persons upon whom our hopes are fixed as the future trainers and teachers of the youth of Ireland.

*Attendance of Pupils.*—This being to a large extent a rural district the irregular attendance of pupils is a cause of great dissatisfaction as well as the voluntary absence in some cases on the day of the results examination. Besides the exigencies of seed time and harvest, when the assistance of children on the farms is urgently needed, the pupils are often kept at home by their parents for very trivial reasons which could be easily set aside if the value of education was appreciated as it ought to be. I am glad to see the question of compulsory education coming to the front, and I am not a little gratified to find it receiving much more general favour and acceptance than was at one time expected, and I trust that its adoption in some form suited to the circumstances of this country is "within measurable distance." It should not be difficult I think, to enforce in some way an annual amount of at least 120 attendances. Such a measure would be a great relief to the teachers and a vast benefit to the cause of Irish elementary education.

*School Accounts.*—As a rule the school accounts in this district are kept with a fair measure of reliable accuracy, but I would again recommend that the teachers should be supplied with a proper "Absence Book" in which to record short and incomplete attendances. The present copy book system is not satisfactory.

*Undue Multiplication of Schools.*—Since my last report I have got rid of one or two small and useless schools, and there are a few more that could be advantageously dispensed with. In the commercial world it is a well known maxim that "opposition is the life of trade" and to some extent the proverb is true and its operation beneficial, but in the department of education the saying is scarcely, if at all, applicable. There is a certain measure of wholesome competition among schools which may be fairly indulged, but where there is in any neighbourhood an undue number of schools and in some or all of them a small attendance border-

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*

*Mr.*  
*Osborne.*  
*Curricu-*  
*larum.*

ing upon the required *minimum* attendance, and occasionally going below it, and requiring an active effort to induce an attendance of pupils, the effects are far from being desirable and in many cases are to be deplored.

A small school struggling for existence now rarely obtains the services of a well qualified, competent and efficient teacher, who desires to conduct his business on fair and honorable terms. Owing to insufficient remuneration it necessarily falls into the hands of a low-classed or feeble teacher who strives to maintain his position by undue competition for pupils and by making concessions to parents in the way of school fees, lesson books, and requisites, or indulgence in the matter of attendance and punctuality and the preparation of home lessons. The effects of all this are to subvert and destroy the proper relation which should always subsist between the teacher and school on the one hand, and the parents and children on the other. Instead of regarding the teacher as a person to be respected and encouraged, and the school as an institution which they should value and be grateful for, parents consider their duty to the school sufficiently discharged by simply sending their children to it, and believe that the teacher should consider himself under a compliment to them because they don't send their children to some of his neighbours. Under those circumstances and feelings the parents do not sympathize with the teacher and co-operate with him as they ought to do by paying adequate fees, and paying them with regularity, by providing their children with suitable lesson books and school requisites, by affording them time and opportunity for the proper preparation of their home lessons, and by sending them to school with due regularity and some attention to punctuality. The children, too, soon catch the spirit and feeling of their parents, and learn to treat the teacher with disrespect and to violate with impunity the rules of the school as to regularity of attendance, punctuality, preparation of lessons, and due subordination to the teacher's authority, the teacher not being able under the circumstances to maintain his proper position and enforce obedience. Such a school as I have here described not only becomes demoralized itself but becomes a source and centre of demoralization to all the neighbouring schools affected by its competition. It would be very much better for parents and children that no such schools should exist. Parents speak of it as a hardship if they have to send their children a mile or two to a school, but it would be in every respect better for them to send them even a greater distance to a well-conducted and efficient school, where the teacher is not only well qualified, but from his position and influence, is able authoritatively and systematically to supply such useful and real education as will fit their children for the great purposes of life and enable them in some cases to achieve distinction, rather than send them to a small school of easy access, but which from its circumstances is so conducted as to be worse than useless.

As to the general state of education in my district, I shall most conveniently give my opinion under the headings of the programme.

*Reading.*—There is some general improvement in this branch, and in a number of my schools there is a fair measure of fluency, accuracy, and expression, but there are still some schools where the reading is hurried, inaccurate, and without intelligent apprehension of the meaning of the lesson. Owing to the nature and circumstances of our schools, I do not look for a graceful, pleasing and elocutionary style of reading, but as I fully believe the truth of the maxim "the most that any one can do in the education of another, is to put him in the best way of educating himself," I am most anxious that the pupils should attain

such facility and correctness in reading and such a grasp of the matter as would interest them in the exercise and induce them in after life to practise the art for their own instruction and improvement.

*Explanation of lesson.*—This is not in a satisfactory state. The teachers complain that they have not sufficient time for it where there is such a large programme, but as it is absolutely necessary to induce and encourage the taste for reading as an instrument of self-culture and information, I concur in the recommendation of some of my brother Inspectors that there should be a separate fee paid for passes under this head.

*Writing.*—There is a decided improvement in this branch though in a few schools the execution is far from satisfactory. The regulation in the new programme which requires the copy books and exercise books of the results year to be taken into account in estimating the pass marks has had the very best effect. I have never hitherto been shown such a number of well-kept and well-executed copy-books as during the past year. As writing, like drawing, can only be taught successfully in connexion with taste, neatness, and order, the keeping of the copy-books is a matter of much importance, and should be carefully attended to.

*Arithmetic.*—There is some slight general improvement in this subject, but except in a few of my best schools there is still much to be desired.

*Spelling.*—In the junior classes and in *vis à vis* spelling there is satisfactory improvement, but in writing and spelling from dictation there is great deficiency. I am still of opinion that at least in the 5th and 6th classes some knowledge of the "Spelling Book Superseded" should be required, and this manual should be prescribed as a task-book.

*Grammar and Geography.*—These branches in this district are not by any means in a satisfactory state. This does not arise so much from any incompetency, carelessness, or inefficiency on the part of the teachers, or from the want of sufficient maps, but is nearly altogether owing to the parents, who in all the rural parts of my district cannot see or admit the utility of these branches, refuse to provide the children with text-books, and even when these are sometimes furnished by the teacher the parents discourage and even forbid their use, and will not afford their children time or opportunity for the preparation of home lessons in these subjects.

*Bookkeeping* is taught in a few schools with indifferent success.

*Agriculture.*—Although this is a compulsory branch in all rural schools and is encouraged by an increased fee for passes, the knowledge of the subject is meagre and imperfect. It is not valued by the parents, is disliked by the children, and is learned with the greatest reluctance.

*Geometry and Algebra.*—These branches are taught in some of my schools with tolerable results.

*Music (vocal).*—Forty-five of my teachers hold certificates for teaching vocal music, and are less or more successful in introducing it into their schools. It is a very popular branch, acceptable to parents and children and gives a good tone to the school where it is efficiently taught.

*Drawing.*—Twenty-eight teachers in this district have certificates for teaching drawing, and in some of their schools it is taught with considerable success. As this may rightly be considered a department of technical education, the value of which is now becoming generally appreciated, I would like to see this branch introduced into a larger number of schools, and taught with care and efficiency.

*Physical Geography and Girls' Reading Book* are taught in a few schools but the proficiency is not very marked.

*Sewing Machine.*—The use of the sewing machine is taught in a limited

Appendix B.  
Reports on  
State of  
Schools.  
Mr.  
Osborne.  
Carriek-  
fergus.

Appendix E  
Reports on  
State of  
Schools.

Mfr.  
Colborne.  
Carriek-  
fergus.

number of schools under my care, but I fail to see its value and utility, and I think it could be dispensed with without any disadvantage to the learners. Very few of our female pupils are ever likely to possess a sewing machine, and even if they should be able or inclined to purchase one, the maker or dealer from whom the machine is obtained will give gratuitously full and particular instructions for its use, and if any of our pupils should choose to become dressmakers they must serve an apprenticeship to the business, during which time part of their practical instruction will be the use of the sewing machine. There is a great variety of these machines, and instruction in the use of one kind will be of no service to the learners should they be employed with another of different construction. Moreover these machines frequently get out of order. I doubt if there is in all cases continuous teaching of this branch in the schools where it is used.

There are a few of the other extra branches taught in this district, but the number of pupils is small.

Fortunately National education in this district has no local prejudices to resist and no local opposition of any weight to contend against, and with more sympathy and support from the parents of the pupils it would soon attain dimension and efficiency equal to its incalculable importance.

I am, gentlemen, your obedient servant,

A. T. OSBORN, District Inspector.

Dr. Moran.  
Belfast,  
North.

DR. MORAN.

Belfast, March, 1882.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, the following General Report for the year 1882.

Since I took charge of this district, in July, 1879, eleven new schools have come into operation, and three have been transferred to me from the Carriekfergus District. Of the 111 day schools at present under my inspection, 78 are situate in the town of Belfast, 4 in the suburban village of Ligoniel, 9 in Lisburn; and 20 are scattered over a narrow strip of country stretching over the hills to Lough Neagh.

The St. Enoch's infant and mixed schools, established by the Rev. H. Hanna, one of the Commissioners, opened at the beginning of 1882. The excellence of the schoolrooms, erected at a cost of £2,300, and the attention bestowed on the cleanliness and general demeanour of the pupils, under the personal supervision of the manager, tend to raise the tone of primary education in Belfast. Two new schools attached to St. Mary's Protestant episcopal church were opened in January last, under the management of the Rev. Dr. Wright. The school buildings, erected at a cost of £3,000, comprise two large schoolrooms, two class-rooms, and four apartments for the accommodation of the teachers and pupils as cloak-rooms, &c.

With the exception of one school, examined each year by the Head Inspector for Carlisle and Blake premiums, all have been examined by myself, since I took charge of the district nearly four years ago. The amount of my inspection work may be inferred from the following summary for year ended February, 1882:—

Number of Pupils examined for results fees,	16,548
" " in extra branches,	4,153
" of distinct examinations in extras,	6,659
" of Monitors examined in schools,	167
" of Pupils examined for secondary form of report (in 90 schools),	8,535

*Reading* is, on the whole, very fair in this district. The pupils read with ease and expression, especially in the senior classes. The knowledge of the subject matter has improved considerably; but the repetition of poetry is in some cases too hurried and inaccurate.

*Spelling* is well taught in the junior classes; but in fourth and fifth the results are often unsatisfactory. Dictation has not received the amount of practice and careful attention to errors which its importance demands.

*Writing* has improved within the last few months, but it is still far from satisfactory. As the attendance is more regular than in a country district, the pupils present at results inspections a large number of copy-books; but an examination of these books discloses an almost universal want of supervision or teaching of any kind. That the head-lines are used rather for the purpose of directing the child *what* to write, than *how* to write, is evident—(1) from the fact that no two pupils write alike, (2) that the words are frequently misspelled, and (3) that more than one series may be found in the same class, and even with the same child.

With a view to large profits, a few teachers (some years ago) formed themselves into a joint-stock company for the sale of books and requisites, and opened a shop in Belfast. The Board's reading books were supplied to the schools at a higher price than that charged by the Commissioners. After the Inspectors had put a stop to this practice, a new course was adopted. An inferior article was supplied at the Board's prices—bound in thin paper and limp covers. But this source of gain soon disappeared before the vigilance of the Inspectors. The sale of stationery still retained its foremost place. The manufacturing stationers so adjusted quantity and quality of paper as to leave a liberal margin of profit, not only to the bookshop, but to the teachers who fraternized with this movement. Manufacturer No. 1 prepared a copy-book of 20 pages (instead of 24), and sold to the teachers at 10½d. per dozen. He was soon undersold by manufacturer No. 2, who produced another article at 9d. per dozen. Some of the teachers considered they had now gone far enough; but those who had more enlarged notions of "free trade," put aside expensive head-line copy-books, and used instead the blank exercise-books purchased from the first-named manufacturer at 7½d. per dozen. The head-lines were sometimes written on a blackboard; sometimes by the assistants, monitors, or advanced pupils; and at other times the head-line was dictated to the class. I have in my possession a copy-book (from a Belfast school), in which there are ten pages written by a second class pupil at one sitting. The subject he got from his book—"A wasp met a bee that—" I need scarcely say the last line is worse than the first—if worse it could be. The more paper scribbled over, the greater the profit to the teacher, and to the teachers' bookshop.

It was not to be expected that two manufacturers should be permitted to enjoy this patronage undisturbed. So great was their success that several Belfast shopkeepers—even some not at all in the stationery line—entered the lists of competition with exercise-books having all kinds of advertisements, pictures, and almanacs on the cover, and cheap paper inside. Even small shopkeepers in the provincial towns advertised their wares in exercise-books, which found their way into the schools. Nor did some among the teachers let slip so favourable an opportunity of making a name and a profit.

It was not uncommon to find with one pupil, on the day of results' examination, 20 or 30 of these books, of all shapes and sizes, scribbled over, turned up at the corners, and bearing traces of having been frequently crushed into a boy's pocket.

Appendix E.  
Reports on  
State of  
Schools.

Dr. Moran,  
Belfast,  
North.

Appendix B.  
Reports on  
State of  
Schools.

Dr. Moran.  
Belfast,  
North.

Nor was the money-making propensity confined to the copy-books. A few teachers "put their heads together," and compiled what they called a task-book (for each class), by picking out at random and stringing together injudiciously a few crude and unconnected scraps of grammar, geography, and arithmetic, from the regular text-books on the Board's list. Teachers and pupils were informed by advertisement that the reading-book and a task-book comprised the entire school course. As a compensation to all concerned in paving this royal road to learning, it was considered only fair that the combined prices of a grammar, geography, and arithmetic should be charged for a few pages bound in paper and limp covers. A task-book should be purchased for each class; whereas the text-books, properly bound were sufficient for the entire school course. The authors' rights were not forgotten, the teachers' bookshop had its profits, and those who sold to their pupils a liberal discount. The "poor man's child" paid for all.

It is unnecessary to dwell on the utter worthlessness of these productions. They are most deplorable specimens of what Bacon calls "the canker of epitome"—if, indeed, they deserve so dignified a name. They had superseded the regular text-books on grammar and geography. In some cases the teaching of these subjects was confined to the preparation of the task-books as home lessons, thus affording the teacher an opportunity of devoting his time to extra branches, which brought more results fees.

Finding it impossible to check this growing evil, we placed the whole matter before the Commissioners. The effective measures which were at once taken have completely cleared the schools of the task-books, and spurious headline copy-books. But, as every pestilence lingers in its effects after it has passed away, it is not difficult to detect, on the part of both teachers and pupils, a degree of carelessness that leaves the writing exercise still far from satisfactory. The new programme, which requires imitation of the headlines in second, third and fourth classes, will prove most beneficial, as it justifies the Inspector in declining to pass pupils who have not been properly taught.

From the above remarks, I must except several excellent teachers (male and female) who had never used the books and stationery referred to, and some others who expressed their gratitude for setting them right. The leaders were those most interested in their sale; and I regret to say that the majority of the teachers were imbued with so much *esprit-de-corps* as to support them passively until they were forced to abandon their position by the active interference of the Commissioners. It was natural to expect some remonstrance on the part of the small cabinet whose pecuniary interests were so deeply involved. A certain Belfast print teemed with remonstrance on this "crying grievance." Even some of the local newspapers were called into requisition to abuse the Belfast Inspectors, and to covertly impute to us motives of which we were altogether innocent. It is unnecessary to say that we regarded such abuse as the highest compliment that could have been paid to our sense of duty.

Grammar is unsatisfactory, especially in fourth and fifth classes. In fourth class the pupils readily answer about case, gender, degrees of comparison, &c.; but when this knowledge is tested in its application to individual words, the shallow teaching becomes manifest. Distinguishing the parts of speech, the pass in third class, being the sub-head in fourth, is generally neglected. I have tried a remedy by examining on the pass and sub-head conjointly; that is, I get the pupils to parse the words etymologically as they occur in the Reading Book; but the smallness of

the fee, compared with those for extra branches, operates so powerfully as a preventive that little is aimed at beyond a few No. 2 Passes to save the teacher from censure. The pass in fourth, which is a sub-head in fifth, having been badly taught in the former, and neglected in the latter, bears natural fruit in deplorable attempts at parsing in the first, and sometimes even in the second stage of fifth class.

*Geography* has improved during the past year; but the results generally obtained are still far from satisfactory. I could repeat here with perfect accuracy the remarks on this subject in my General Report for 1877 on the Westport District. Too much reliance is placed on the text-books, and too little attention paid to map teaching. The judicious combination of both is rarely met with. In examining for results fees, I have for some time past combined ordinary oral questioning with examination on Betts's outline maps, whenever I find them in a school; and I have reason to anticipate the most beneficial results. I respectfully suggest that each inspector be supplied with a portfolio of blank maps. Until there be map examination there will be little map teaching.

I expect from each monitor in my district at results examination an exercise-book of maps drawn during the year. The maps of Italy, the Spanish Peninsula, France, the Black Sea, &c., are sometimes admirable. Some of these books I have taken about with me, as specimens for those who are indolent or careless. In some cases the ordinary sixth class pupils are following the example set by the monitors. It has frequently occurred to me that beneficial results would follow from requiring for a pass in drawing for sixth class, that the pupils should present a book containing specified maps, and should draw from memory, in presence of the inspector, any one of these maps selected by him.

*Arithmetic* is satisfactory in first and second classes, fair in third and senior classes. The standard of proficiency being high in the senior classes, strenuous efforts are made to secure passes in order to save the extras. Remove this restriction, and the teaching of arithmetic goes down 50 per cent. It is extremely desirable that the same rule of forfeiture should apply in the case of singing and drawing. Where no other extras are taught there is an evident falling off in the arithmetic of the senior classes.

In the few country schools under my inspection the teaching of *Agriculture* is unsatisfactory. Owing to the increase in the fee for this subject, attempts have been made to introduce a superficial cram (without text-books) in some of the Schools in Belfast; but the slight varnish disappears under a careful examination. It is amusing to hear the answers sometimes elicited from boys who could not distinguish a field of mangel wurzel from a field of turnips. Some of the teachers here fancy the results system exists, not for the education of the people, but for their own exclusive benefit.

This leads to what I consider the great impediment to a sound primary education of the pupils in this district; namely, undue straining after extra branches. So long as the teaching of extras brings more fees than the teaching of Dictation, Grammar, Geography, &c., it is needless to expect in these subjects a degree of proficiency higher than that calculated to save the teacher from the censure of the Commissioners. Even in the best schools, under the most favourable circumstances of regularity of attendance, teaching power, &c., the knowledge of the ordinary subjects of the school programme is sometimes meagre and superficial. There is a certain limit to the capacity of the average child to acquire, and of the teacher to communicate knowledge; and when this maximum is spread over a large area the depth is proportionally slight. Under less favour-

Appendix B  
Reports on  
State of  
Schools.  
Dr. Moran,  
Belfast,  
North.

Appendix  
Reports on  
State of  
Schools.

Dr. Moran,  
Belfast,  
North.

able circumstances—when the order and discipline are bad, the teaching power moderate, and the pupils' attendance irregular, the result is deplorable. I have before me the marking paper of a school I examined in 1881. Of 15 examined in 3rd class only 4 passed in Grammar. All in 5<sup>th</sup> failed in Spelling and Grammar; and all in 5<sup>th</sup> failed in Geography. I examined these pupils in seven extra subjects. Not only do the ordinary subjects suffer from this straining, but, as may be expected, the answering in the extras is, in many cases, so superficial as to be almost worthless. These extras are branches not growing naturally from the parent tree, but grafted on it; and when too numerous and introduced at too early a stage of its growth, they draw away so much of its sustenance as to react injuriously on themselves.

Those who say our aim is not sufficiently high are evidently not aware of the circumstances of a poor country, where 96 per cent. of the pupils leave school before they reach the 6th class. To the 4 per cent. who remain it is desirable to afford every facility for learning as many extra branches as may come within the sphere of the teacher's competency.

I beg leave to submit the following suggestions for curtailing the teaching of extra branches:—

(1.) That Singing and Drawing be paid for only when the pupil passes in Reading, Writing, and Arithmetic; that Singing commence in 3rd and Drawing in 4th class; and that the fee for Drawing be lowered.

(2.) That no extra except Singing and Drawing be taught to the first stage of 5th class.

(3.) That the examination in the use of the sewing machine be discontinued.

(4.) That there be only one examination in Girls' Reading Book.

(5.) That there be only one examination in Physical Geography, and that this subject be taught only to 6th class.

(6.) That Book-keeping (for boys and girls) commence with 3 sets in 5<sup>th</sup> class; that 5 sets be required in 6<sup>th</sup>, and 7 sets in 6<sup>th</sup>. The first 2 sets taught at present to 5<sup>th</sup> are merely prefatory, and contain so little that it is difficult to frame a sufficient variety of questions thereon. It may be said a good many of our pupils leave school after they have got over 5<sup>th</sup> class. To this I reply that such pupils leave with no knowledge whatever of Book-keeping. The subjects commences in the 3rd set.

(7.) That the amount thus saved be distributed over the fees for Spelling, Grammar, and Geography.

Before taking charge of this district my opinions strongly inclined to the employment of males in preference to females as teachers. My experience here leads me to a different conclusion. When females are well taught and trained as monitors in good schools I find them far more successful than the men. The field of employment being more limited, they devote their whole time and attention to their work. I am in a position to say that the greater part of the teaching in the best schools here is the result of the patient industry of a staff of excellent and highly qualified female assistants. Some of the best mixed schools in my district are taught exclusively by female teachers. There are few better schools in connexion with the Board than the mixed school at Jennymount, taught by a female principal and four assistants, and I have no better school than that at Milford Mill. I consider it no more than justice to record this opinion of the excellent teachers in charge of these schools. It is gratifying to witness, on the day of examination, the order, discipline, and proficiency of several Belfast schools taught exclusively by female teachers.



Some of my worst schools are taught by discontented young men, desirous of change, and unwilling to exert themselves for what they consider a trifling difference in results fees—so long as their salary and local emoluments remain constant.

In conclusion I may be permitted to refer to the interest taken by the managers in the welfare of the schools, and to the uniform kindness and consideration with which I have been treated by them. After a residence of four years here, it is gratifying to me to be able to state that in no single instance have my arduous labours been embittered by contention with the managers. I gladly avail myself of the last opportunity I may have of publicly expressing my gratitude.

I have the honour to be, gentlemen,

Your obedient servant,

JOHN MORAN, District Inspector.

The Secretaries, &c.

MR. HAMILTON, A.M.

Dungannon, March, 1883.

GENTLEMEN,—I beg to submit the following as my general report on the schools in district 15 for the three years ended 28th February, 1883.

In the year ended 28th February, 1881, four day and two evening schools were added to this district, but in the same year no fewer than eleven evening schools were struck off. In the next year two day schools and one evening school were added; and in the year now closed one day school and one evening school were placed on the rolls, while three evening schools were struck off. The net result is that in these three years, the ordinary day schools have increased from 117 to 124, while the evening schools have decreased from twenty to ten. Of the seven day schools which the district has acquired only one is in reality a new school. The others had been in operation for many years past; two of them were on the foundation of Erasmus Smith; two had formerly been in receipt of grants from the Church Education Society; and two had been supported by private contributions.

The decrease in the evening schools may be regarded as merely nominal, for in every case the school had been inoperative for a considerable time before it was struck off. During the past year eight evening schools were examined for results. In one of them writing is extremely well taught; in the others the proficiency is not high in any subject, and the passes were probably secured by knowledge acquired elsewhere. Indeed the chief service rendered by the evening schools is that they tend to keep knowledge already acquired from being forgotten and lost.

If I were required to classify the day schools according to their proficiency I should divide them into about twenty good schools, about sixty which may be called fair, and from forty to fifty which are middling or bad. In five or six schools of this last class there is scarcely any hope of improvement without a change of teacher. One characteristic of the good schools is their steadiness from year to year, and another equally observable is the extent to which all the subjects of the programme are successfully taught. Some at least of the schools which I rank as fair differ from the higher class only by their failures in one or two subjects, in the writing for instance, or in grammar or geography, or in both these subjects.

*Appendix  
Reports on  
State of  
Schools.*

*Dr. Moran.  
Belmont,  
North.*

*Mr.  
Hamilton.  
Dungannon.*

## Appendix D.

Reports on  
State of  
Schools.Mr.  
Hamilton.  
Dungen-  
ess.

In attempting to form an accurate estimate of the present condition of the schools in this district I tabulated returns from thirty-five day schools, showing the number of pupils examined, and the number of passes in each subject for the year ended February, 1880, as compared with similar returns for year ended February, 1883. The schools were taken indiscriminately from every part of the district and fairly represent the condition of the entire number. The result is not very encouraging. In writing the passes this year are about three per cent. higher; in reading they are three per cent. lower; in spelling there is a falling off of about one per cent., and in arithmetic of something less than one per cent. The passes in grammar are much fewer, but geography holds a rather better position. In agriculture there is a slight improvement, and this subject is now taught in some schools from which it was formerly excluded. There is a falling off in the numbers presented for examination in extra branches, but the proportion of passes secured is higher. The meaning of this is that the pupils are better prepared in these subjects than formerly, and that when not tolerably qualified they are not presented for examination.

I may confess indeed that I did not look for any marked improvement in the general condition of the schools. Improvement may come in one or other of these ways—it may proceed from increased skill and greater diligence on the part of the teacher, or from better attendance and closer application on the part of the pupils. Now so far I can judge a large majority of the teachers are working with as much diligence as can fairly be expected when we take into account the circumstances under which their work is carried on. To be sure there are many exceptions to this statement and here and there may be found teachers who shirk their work as far as possible, content with producing in all subjects the lowest results that will enable them to escape punishment. These are the men who seize every excuse for neglecting their duty, who enter their schools as late and leave them as early as the rules of the Board will permit, and who even during these short hours dawdle through their work in a listless half hearted way. But to the majority of the teaching staff these remarks are not applicable. To the best of their ability they are discharging the duties which they have undertaken. They work not perhaps as hard as they might work, but as hard as they are likely to be induced to work by any stimulus which we can apply.

But if I did not expect much improvement owing to increased diligence on the part of the teachers, I do not at present see any prospect of improvement as a result of higher skill. I do not find that the teachers who are now entering the service of the Board are as a rule superior to those who entered some years since. They are appointed in the same way and from similar considerations. Some of them have had a certain amount of training in the schools in which they served as monitors, and it is fortunate for them and for their pupils if that training was judicious, for it will form a main element in determining the character of the discipline and course of teaching which they will hereafter follow. But if the newly appointed teacher has not had any training as a monitor, and if he comes, as is possibly the case, from a school which is of an inferior type, the difficulty of his position is much increased. Teaching a school is one of the things which it is commonly supposed that any-body is competent to undertake, but all who are experienced in the work of inspection must know that teaching is both a science and an art, and that there are many teachers who down to the close of their career have not learned the theory, and have never attained to facility in the practice. In truth it is no light or easy task that is imposed on a youth of eighteen when

he is put in charge of a school with an attendance of thirty or forty pupils, and expected to produce at the end of the year, as the result of his labours, so many passes in reading, writing, arithmetic, and the other subjects of the programme. In many a case of this kind I have been more inclined to wonder at the success than to feel disappointed at the failure. Even with all the aid of the best text-books on method, how is it possible that a youth of average ability, and of very modest attainments should form an adequate conception of a well organized and skilfully taught school, much less understand how to evolve it from the materials presented to him.

Appendix.

Reports on  
State of  
Schools.Mr.  
Hoskisson,  
Dungannon.

Now a certain amount of technical training and knowledge might fairly be required of every one who aspires to the position of principal teacher in a school. In justice to the schools, and out of regard to the interests of the pupils who attend them, this training should be insisted on. In a year or two the teacher, though at first wholly ignorant of school-keeping, may have acquired a fair amount of skill, but at the cost of many mistakes and of not a few failures. But to some, perhaps to most of his pupils, the year during which the teacher was educating himself must have been nearly lost time. And the loss is very serious, for the school life of the pupils is so short that a year can hardly be spared. Pupils now leave school earlier than they used to do, and as it is by no means likely that in future the school life will be longer than it is at present, it should at least be turned to the best account.

Schools should be classified just as teachers are classified—into first, second, and third class, and no teacher should be permitted to take charge of a school whose class was higher than his own, so that at his first appointment no teacher could be placed in charge of a school which ranks in first or second class. A rule of this kind, I am certain, would be welcomed by many managers, as it would enable them to resist that local pressure which sometimes secures the appointment to an important school of a candidate who can barely pass on the course prescribed for provisional classification. It would be an advantage, moreover, if the course for provisional classification were revised so as to include some knowledge of methods of teaching and of school accounts. Monitors who had served their full time and passed a creditable examination might be eligible for appointment to second class schools.

But is there any hope of improvement owing to increased regularity of attendance? Is there without legal compulsion any method of improving the attendance? In some places, probably not much more can be done, but in many localities a larger, and what is more important, a more regular attendance might be secured. To this end the schools should be made more attractive. School-rooms should be clean and bright and cheerful, but above all, in cold and wet weather they should be provided with good fires. I am not, I think, unduly sensitive to cold, but I retain a vivid recollection of many wretched hours spent in school-rooms where teachers and pupils looked blue and pinched with cold, and the poor children were forced to huddle together by way of keeping themselves warm. Under such circumstances it is no wonder that the pupils attend badly, and that for weeks at a time a majority of the younger children absent themselves altogether. In many instances local contributions could not be turned to better account than by purchasing proper supplies of fuel, and I venture to think that from increased proficiency producing larger results fees, the teachers would benefit more than if the fuel money had been added directly to their salaries.

But if this will not do, and undoubtedly in many places it would

Appendix B  
Reports on  
State of  
Schools.  
—  
Mr.  
Hamilton.  
Dungannon.

leave untouched a large mass of irregularity or continued absence from school, we must, I suppose, have compulsory education. Theoretically there may be no objection to compulsory education, and if it could be done in a moment, and once for all, then it would be easy to catch and educate the youth of a country. But education is a tedious process, and even in the most restricted sense in which the term is used compulsory education must be slow and expensive. Additional schools must be provided, and additional schoolmasters. A new class of officials must be appointed for the purpose of hunting up defaulters, and compelling their attendance. And what will be the result? an increase in the number of schools, an increase in the number of pupils qualified for examination, but as regards the proficiency of those who now attend for one hundred days and upwards, what reason have we to expect any improvement? Compulsion may bring a greater number of pupils into a school, but of itself it will utterly fail to make the school more efficient. In fact I should expect that it would have just the opposite effect. The ten, fifteen, or twenty per cent. which compulsion may add to the numbers of any school will almost certainly include the least tractable, the least studious, and the least intelligent portion of the pupils. Under no conceivable circumstances will compulsion affect the pupils who already attend for upwards of 150 days in the year, and yet how many pupils of this class fall in one or more of the subjects of their course.

Among the causes which mar the success and impair the usefulness of our National Schools, I am compelled to reckon undue multiplication of schools. From motives, some of which are creditable and praiseworthy, every church or every congregation desires to have a school for its own members, and under its own control. The immediate result of this is that schools are multiplied beyond the number required for secular instruction, and the secondary consequence is that in many cases the secular instruction is deteriorated. In general small schools are inefficient schools. Competing for pupils, and looking anxiously to the maintenance of the required minimum attendance, they can scarcely afford to take a high standard in respect to order and discipline. As a rule, too, their teachers will belong to the lowest class, for more highly classed teachers will gladly seize the first opportunity of escaping from such a position. It occasionally happens, moreover, that when schools are not absolutely too numerous they appear to be so from some fault in their position, perhaps two or three are situated very close to each other, leaving a wide area unprovided with schools.

But it is useless to dwell on these defects, since there is scarcely any hope of their being remedied. There are, however, certain defects for which a remedy may be found. In theory all National Schools are under local supervision, but while there are numerous instances in which the local manager takes a deep interest in his school and visits it frequently, there are, perhaps, quite as many cases in which the manager discharges no duty beyond signing certain official documents. This is much to be regretted. The inspector sees the school once a year on the examination day, and perhaps he is able to pay it one or two brief visits at other times, but more than this he cannot possibly undertake. From the character of the answering at the results examination, the examiner can judge pretty accurately how the work of the school has been carried on, and he can give some hints which may be of use if followed up by the teacher. But the manager can do much more than this. From want of technical skill he may, perhaps, be unwilling to examine classes, and to decide as to how the requirements of the programme have been met, but, apart from this, there is a large

field of usefulness open to him. He can see whether the order and discipline of the school are satisfactory, whether the pupils are idling at their desks or actively employed, and whether the accounts are carefully kept. The manager can also observe whether errors in pronunciation and grammar are corrected or allowed to pass unchecked, and can judge for himself how far in speech and behaviour the teacher presents in his own person a good example for the imitation of his pupils. If the teacher is gruff and abrupt in manner, if he is careless and slovenly in his person, if his school-room is untidy, and his account books are dirty and blotted, the manager will have no difficulty in deciding that, whatever may be the merits of the school in a literary point of view, the teacher is not educating his pupils in the right way.

Now in this direction there is much room for improvement in our National Schools. With comparatively few exceptions they fall short of the standard which they should reach, and nowhere is the necessity for keeping up such a standard more imperative than Ireland, for is it not a fact that careless and untidy ways are almost a national characteristic? The improvement, if it is to be effected, and above all if it is to be effected within a reasonable time, must be promoted by local supervision. The inspector cannot visit more than two or three times in the year, but in a large majority of cases the manager could visit two or three times in the month, if he thought such a course required. But it would not be required, for if the teachers were once made aware that the manager meant to insist on attention being given to these points, the thing would be done. If here and there a teacher should be found incurably slovenly in his person and untidy in his habits, he would soon be obliged to leave a service for which he is quite unfit. Failure in this respect should disqualify a man for the office of teacher just as much as failure in reading, or in writing, or in arithmetic.

In my statistical report I give returns for 123 ordinary day-schools which were in operation throughout the year, and of no less than 45 of these schools I have to state that the supply of books and other requisites was unsatisfactory. In some of these schools there were hardly any maps or tablets, in others the sale stock was deficient, and in some cases both maps and sale stock were conspicuous by their absence. And even schools which were fairly provided with books and copybooks did not always possess those which were actually required. The teachers in some cases explained that this was not owing to any default on their part, for their orders had not been filled as they had desired. Some of them also complained of delay in the forwarding of the supplies from the Education Office, and in this way tried to excuse the practice of procuring an inferior article from some local book-shop.

I regret to say that, in many schools, due care is not taken of the maps. In this climate the walls of nearly every school-room are damp, and close to one of these damp walls, sometimes partially defended by a slight tablet rail, just as often without even that protection, the map is suspended, and there it hangs without being dusted or aired, until, attacked on one side by damp and on the other by dust, it becomes in a very few months a ragged canvas, neither ornamental nor useful. Teachers sometimes complain that the managers do not provide the necessary maps, and managers occasionally tell me that the maps are permitted to go to ruin through the carelessness of the teachers. Probably both are right more or less, for in cases which have come under my notice, though the teacher himself had paid for the maps he took very little pains to preserve them from injury.

During the past year I have met with many cases in which the ac-

*Appendix*  
*Reports on*  
*State of*  
*Schools.*

*Mr.*  
*Hamilton.*  
*Dungen-*  
*na.*

Appendix B  
Reports on  
State of  
Schools.

Mr.  
Hamilton.  
Dang-  
non.

counts were kept in an unsatisfactory manner. Sometimes the writing was slovenly or the entries were incorrectly made through haste and carelessness, or, what was even more common, the books were left without being posted up for months together. I regret to add that in two or three instances I could not avoid the conclusion that the teachers had been guilty of wilful falsification. I do not now refer to the entries of fees in schools belonging to non-contributory unions, though I entertain grave doubts regarding the correctness of some of these returns, and feel bound to deplore the continued existence of such a powerful temptation to wrong-doing.

I am, gentlemen, your obedient servant,

ALEXANDER HAMILTON.

The Secretaries, Education Office.

Mr.  
M'Crennan  
Newry.

Mr. MACCREANOR.

Newry, March, 1883.

GENTLEMEN,—In compliance with your instructions I have the honour to submit the following general report on the Newry School District for the year ended the 28th of February, 1883.

*The District.*—The boundary of this district was altered considerably from the 1st of May, 1879, and again from the 1st of January, 1882. It now consists of portions of Down, Armagh, and Louth counties.

The coast-line extends from about one mile south of Newcastle, to the entrance of Carlingford Lough, and all round the Lough, by Greencastle, Killowen, Rosstrevor, Warrenpoint, and Omeath, to the south boundary of the town of Carlingford. It extends northward as far as Scarva, and westward to Silverbridge, which is three miles east of Crossmaglen. The Mourne range of mountains forms the south-east of the district, and in the large tract for several miles round the source of the River Bann there is scarcely any population. Along the east coast, and for three or four miles inland the population is considerable, and they have 17 National schools, of which 3 have been recently established. Two others, very much wanted, are about to be opened.

*Schools, Houses, &c.*—The number of schools in the district is 133, of which :—

3	are Model Schools,
3	" Convent Schools,
2	" Poor Law Union Schools,
6	" Evening Schools, and
118	" Ordinary National Schools.

Three useful new schools have been added, and one of a worthless character was struck off the roll of this district during the year.

The school-houses may be described as—

78	Good or Fair,
40	Middling, and
14	Bad.

There are 28 without recreation grounds or out-offices.

In 35 cases there are free residences for the principal teachers, but no applications have been made for grants towards the building of residences for teachers, save in one case which is still pending. All the school-houses have slated roofs, and all, save two, have boarded floors.

Eleven houses, containing 19 separate schools are vested in Trustees. Six buildings, including the Model School, are vested in the Board. In these 6 buildings there are 11 schools.

*Pupils, Employment, Attendance, &c.*—The only centres of employment are Newry and Bessbrook, where spinning, weaving, milling, and manufacturing are carried on, and in four or five of the schools at these places half-time pupils attend.

In my last general report, on the Ballymena District, for the year ended 28th February, 1878, I showed that about 13 per cent. of the population were entered on the rolls of the 128 National schools in that district. I find that the average number on the rolls of the 132 National schools of this district for the past year, was 12,930, or about 98 per school. Also that the average number in daily attendance amounted to 7,260, or about 55 per school. The average number on rolls is less than the whole number of names on rolls, so that 13,000 or more individual pupils must have given some attendance during the year.

I have estimated the population of the district as closely as I could from census returns, &c., and believe it to be about 88,000. After making full allowance for double entries, caused by the removal of pupils from one school to another, I find that the number of names of pupils attending the National schools amounts to 14 per cent. of the population of this district. Again, by subtracting 200 from the average daily attendance on account of some pupils having been counted twice or oftener, I find that the remainder shows that 8 per cent. of the population is in daily attendance. This attendance is large, and progressive.

The parents and children are almost always anxious, which I consider very creditable to them, to have the attendance sufficient to secure admission to the results examination. Many endure privations and make generous efforts to this end. Neither the loss of wages, nor domestic difficulties connected with food, clothing, or home duties, not even the death of a near relative deters them occasionally from attending. The cases in which pupils remain away from these examinations through carelessness or intention are comparatively few, and very seldom, I believe, without cause on the other side.

*Compulsory Education.*—From the above facts, and from a strong innate feeling that the State has no right to compel the honest poor to send their children to school, particularly to State schools, I feel it a duty to deprecate compulsory education for Ireland, as very unnecessary and extremely objectionable. We have not a score of towns with a population exceeding 10,000 inhabitants. Four-fifths of the population is rural, which makes the case of Ireland quite different from England. We have compulsory education already, in connexion with Reformatory, Industrial, Prison, and Workhouse Schools, where it is useful and desirable.

The clergy of the different denominations may safely be left to deal with this matter, and they will be aided, if they wish, by good and charitable people in applying to parents and children the salutary law of persuasion, as is so successfully done at present. No doubt some clergymen speak, and write occasionally, in favour of compulsory education, but possibly they represent only special localities, or more likely, cases, which, like cases generally, have two sides. No honest family circle should be invaded with compulsion, pains, or penalties in this matter.

*Training, Promotions, &c.*—One defect of great importance, as stated in my previous reports, is the want of training for Roman Catholic teachers. In this district 76 per cent. of them are untrained. Most of

Appendix D.  
Reports on  
State of  
Schools.  
Mr.  
Mc-Creaver  
Newry.

*Appendix B.* the trained ones received their training between twenty and forty years ago, and are consequently comparatively uneducated in modern improvements in the art of school-keeping and the science of teaching. They are at a disadvantage compared with the teachers of other denominations, whose later training secured them higher classification and higher salaries. This disadvantage affects not only their classification and income, and efficiency in the schools, but it seriously checks the growth of a staff of young Roman Catholic teachers properly qualified in technical and literary knowledge.

*Mr. Newry.* In the same locality, and in the same school, it is immediately perceptible how not only the proficiency, but the attendance also, increases as soon as an inefficient teacher has been replaced by an efficient one.

The paucity of applications to attend examination for promotion may be traced to the want of proper preparatory education and training, which leaves comparatively few Roman Catholic teachers able to pass the examination which is required for admission to first class.

*Teachers.*—The teachers are generally satisfactory as to regularity and devotion to their business, but many of them are inefficient, and some extremely defective in the skill and ability required by the good instructor and school-keeper. More could not be expected under present circumstances. They are classed :—

Class	P.	3 Males and 2 Females.
" I.	6	6
" II.	23	26
" III.	4	8
" IV.	36	37
" V.	7	4
Provisionally classed,	2	4
Totals,	89	87

Of the above, 13 are male, and 31 female assistants. One also is junior literary female assistant. In addition to the above there are 7 workmistresses.

*Programme business.*—Remarks on the ordinary course of programme business in the schools require little space at present in a report of this kind. The annual conferences of inspectors for the last two years, and the instructions of the Board by circulars have rendered class business a settled and uniform matter. In all the schools, the teachers, with various degrees of efficiency, aim at following the programme in the several classes.

*Reading* is mechanical, rather than intelligent, in the majority of cases. Explanations of home lessons, and of the lessons read, by the aid of grammar—as supplying of ellipses, finding the connexion of parts of sentences, &c., &c.—are not well attended to generally. The points of historical and scientific value in the lessons, and the character and construction of the composition, are efficiently attended to in the higher classes by very few; because these matters require a considerable fund of knowledge, and thoughtful preparation of the several lessons and books. In a word, the science of teaching requires all the advantages of a good training college. Good reading can be best secured by hearing good reading, so that paragraphs, and sometimes whole pieces, should be frequently read with care by the teachers to the pupils.

*Grammar* would be much better taught, I think, if less varieties and suggested novelties existed. When pupils arrive at the stage for learning the moods and tenses of a verb, they ought to be taught the conjugation thoroughly—the five moods and six tenses. This might be done in a



weak, if due attention were given to the few auxiliary verbs, that are the signs of the moods and tenses. One most mischievous practice, which leaves the pupils doubtful and inaccurate, still exists in many of the schools and in most of the grammars—the calling of the imperfect tense by the name of past. One of the three divisions of time must be called past time, and, surely, to call one of the subdivisions or tenses of past time by the same name must necessarily be confusing and injudicious. What makes this practice the less excusable is that it is wholly unnecessary, and leads to the derangement of the long established list of tense names. The practice of leading pupils to suppose that there are only two tenses or distinctions of time is very objectionable. English verbs must show future time, and the distinctions of past and future time, as well as the verbs of other languages. The two-tense system I have always found injurious to both teachers and pupils.

*Writing* is well attended to in above 50 of the schools, but in 50 others the black board demonstrations, showing the construction of letters and how to combine them into words, should receive more careful attention.

*Arithmetic* seems to be carefully taught in first, second, and third classes generally. In the fourth and higher classes, where the pupils have to read the exercises, the failures become very much greater. These failures, I think, are not all attributable to want of explanation, or want of practice in arithmetical exercises. I find very frequently these failures are in proportion to the failures in grammar, and I conclude that these pupils are unable to understand the questions on account of their insufficient grammatical knowledge.

*Spelling* is good or fair in a large number of the schools, but the Spelling Book superseded, roots, affixes, and prefixes, want increased attention. In above one-fourth of the schools these subjects have received little or no attention.

*Geography* is a troublesome subject to examine on, owing to several changes in the programme regarding it of late years. It is difficult at the present time to describe summarily the state of proficiency in it. I am not able to report much progress in this branch.

*Agriculture* is taught by most of the male teachers, and some useful knowledge of the subject is to be found in about 20 or 25 per cent. of the schools of these teachers.

*Algebra, geometry, and book-keeping* are taught in about 35 of the schools. Most of the pupils are presented in first grade, very few in second grade, and one in third grade is rarely presented.

*Drawing* is confined to five or six schools, and in only two is it taught with tolerable efficiency.

*Vocal music* is taught in 18 or 20 schools. In the three convent schools and in the model school it is well taught. In five other schools harmonized pieces and transposition have received tolerable attention.

*Occupation of Time, &c.*—During the past results year, my time was occupied in the following manner:—

Ordinary Inspection, . . . .	178 days.
Examination of Teachers, . . .	13 "
Model School, . . . . .	6 "
Inquiries, special returns, office business, &c.,	82 "
Vacation, Holidays, &c., . . . .	34 "
Total, . . . . .	313 days.

On the above days I examined 122 schools for results fees, and 26 schools for other purposes. I also made 171 incidental visits. The whole time occupied by inspections, examinations and visits was 926

*Appendix B.* hours, or a daily average of time given to inspection of above 5 hours.  
*Reports on* My travelling on official business, chiefly by car, amounted to 3,197  
*State of* miles.

*Schools.* In a previous part of this report I have shown that the average daily  
*Mr.* attendance at all the schools was nearly 7,100 pupils.  
*Mr. McCreanor* Of these I examined 6,710 for results focs on the ordinary programme  
*Newry.* subjects—reading, writing, arithmetic, spelling, grammar, geography,  
 agriculture, book-keeping, and needlework.

Only on reading and spelling were all the above examined. The  
 numbers examined on the other subjects were less, according to pro-  
 gramme and classification.

There were 744 examined in all the other extra branches, in which  
 pupils were presented to me for examination—in algebra, geometry  
 and mensuration, trigonometry, music, drawing, Girls' Reading Book,  
 physical geography, and French. No pupils were presented last year in  
 Latin or Greek, nor has anyone ever been presented for Irish in this  
 district, though this language is familiarly spoken by many in the Car-  
 lingsford and Mourne parts of it.

I have the honour to remain, gentlemen, your very obedient servant,

EDWARD MACCREANOR, District Inspector.

The Secretaries, Education Office, Dublin.

---

MR. M'KELL, M.A.

Boyle, 1883.

*Mr.*  
*M'Kell.*  
*Boyle.*

GENTLEMEN,—I beg to submit my third general report on the schools  
 under my inspection in the Boyle District.

The boundaries of the district remain the same as they were in 1880  
 when I furnished my last report and there has been little change in the  
 number of the schools. Three schools which were formerly conducted  
 on denominational principles have been brought under the National  
 Board, an old mixed school has been superseded by separate boys' and  
 girls' schools, one school has been permanently closed, and one has been  
 removed from the Board's list for local reasons. The net result is an  
 increase in the number of schools from 115 in 1880 to 117 in 1883.  
 There are also in the district two small secondary and four denomina-  
 tional schools which are not in connexion with the Board. Some small  
 denominational schools have been closed and the children who attended  
 them now receive instruction in the neighbouring National Schools.

Of the 117 schools, 94 are under the management of parish priests,  
 7 of Protestant clergymen, 15 of laymen, and one convent school has  
 the superioress for manager. Whatever religious difficulty might arise  
 under a system of compulsory attendance, there certainly is none felt at  
 present. In fully two-thirds of the schools there is a mixed attendance  
 of children of different denominations, and I have not heard of any  
 instance in which parents have been dissatisfied with the safeguards  
 provided by the Board's rules against interference with the religious  
 creed of their children, or in which they have regarded those safeguards  
 as inadequate.

Six schools are vested in, and one assigned to the Commissioners,  
 thirteen are vested in Trustees, and the remaining 98 are non-vested.  
 The number of schoolhouses for which rent is paid by the teachers has  
 fallen from 13 to 11, but the average amount of the rent has increased

from £2 7s. 6d. to £3 8s. 11d. As regards the school buildings little improvement can be recorded. Two vested and two non-vested schools have been built and one house has been enlarged. Except in the case of houses vested in the Commissioners the expense of repairs has usually to be borne by the teachers. A considerable number of the non-vested houses are, as I have pointed out in a former report, unsuitable for school purposes, amongst the worst being those for which the teachers pay rent. Many of them are too small even for the present attendance, and there are few in which an increase in the number of pupils would not be productive of overcrowding. Hardly any have classrooms or galleries and in some the furniture is of a very primitive description. The absence of sufficient school accommodation would furnish the most serious obstacle to the introduction of compulsory attendance. In the diocese of Elphin, in which the greater part of the district is situated, the Roman Catholic managers cannot avail themselves of the Board's grant of aid to build vested houses, under the existing conditions, and the people are unable and unwilling to provide the necessary funds by subscription. How little is to be expected from local effort may be inferred from two instances. In one locality a non-vested schoolhouse, the foundation of which was laid six years ago, has not yet been completed. In another the Board's grants were withdrawn more than five years ago from a school on account of the unsuitability of the house—and not too soon, for it fell shortly afterwards. There are 150 or 200 children of the school-age in the neighbourhood, and yet it is only recently that the building of a new schoolhouse has been begun. In both cases I believe the delay is entirely due to want of funds.

The average number on Rolls for the past year in the 117 National schools is 12,550, the average attendance 6,444, the number qualified by attendance to earn results fees for the teacher 8,090, and of these last 7,908 were present and examined. The average attendance in each school is 56, the average number examined for results in each school 69. There is an increase in the three years of 323, or 5 per cent., in the average attendance, and of 630, or 9 per cent., in the number examined for results. The increase I believe to be chiefly due to the more systematic measures which are now taken by the teachers to secure that as many as possible of the pupils shall make the requisite number of attendances. A change of teachers has in some cases produced a marked effect. In one school, for instance, the number for examination has been doubled in the three years owing to the appointment of very efficient principal and assistant teachers.

I have no statistics before me to show the total number on Rolls during the year, but it may be presumed that under a law of compulsory education fully 5,000 more pupils would be present at the annual examinations. The truants, the idlers, the dunces, the extremely poor, the children who are exposed to the most unfavourable home influences and surroundings, are the classes of whom the absentees are mainly composed. An influx of such children must necessarily have an injurious effect upon the discipline and organization of a school, and tend to lower the average standard of proficiency. It is to be hoped, therefore, that any measure that may be introduced for enforcing attendance will be accompanied by an increase of the qualifying attendances to at least 120. The encouragement of attendance by rewards to teachers for large attendances, which has been put forward as a counter proposal to the principle of compulsory education, appears to be merely a roundabout way of paying the parents out of the public exchequer for sending their children to school. The gratuity, to be productive of much effect, must

Appendix B.

Reports on  
State of  
Schools.Mr.  
McKell.  
Boyle

Appendix B  
Reports on  
State of  
Schools.

M<sup>r</sup>.  
M<sup>r</sup>. K<sup>ell</sup>.  
Boyle.

be considerable, and in that case it would be the teacher's interest to secure increased attendance by remitting the school-fees or even by the payment of a small sum to the very needy. The results fees, in my opinion, offer a sufficiently strong inducement to the teachers in this respect, and the great majority of them exert themselves quite as much as is desirable to bring the children in.

The classification of the teachers is as follows :—

	Principals.	Assistants.
1 <sup>st</sup> . . . . .	6	—
2 <sup>nd</sup> . . . . .	17	1
3 <sup>rd</sup> . . . . .	61	14
4 <sup>th</sup> . . . . .	31	22
Conditionally classed,	1	—
Total, . . . . .	116	37

The great majority of the teachers are zealous, hardworking and faithful in the discharge of their duties. Of the total number, 153, only 47 have been trained. It would be superfluous for me to offer any remarks on the subject of training. It has been fully discussed, and the want is now recognised on all sides and is likely soon to be supplied.

I may observe, however, that there is one class of teachers to whom a thorough course of training would be peculiarly beneficial. I mean those young, intelligent, and industrious persons, who have served creditably as monitors, who are willing and anxious to do their best, and who only fall short of being good teachers through want of knowledge of the best methods of teaching and the most approved systems of school organization.

There are at present 93 paid monitors in the district. No difficulty is experienced in procuring suitable candidates: the best pupils are almost invariably eager to obtain the appointment, and there is consequently considerable competition when a vacancy occurs. I find, however, that a good many of the male monitors retire before completing their period of service. The answering at the final examinations has not been as good as it was some years ago. For this various causes might be assigned. Formerly there was no very strict limit to the number of monitors that might be employed in a school. The best teachers usually had more than the average number, the inferior teachers fewer. Now the number that can be appointed in any school is rigidly fixed. The monitor is a definite portion of the teaching staff, the services of two are regarded as equivalent to those of an assistant, and it would be an injustice to refuse a teacher with an average of 50 or 60 the only assistance he can now obtain. Thus while the number trained in the best schools has decreased, the number trained in inferior schools has increased. The want of a special programme for monitors was another cause of their decline in efficiency. Many of them had at the time of their appointment already passed more than once in sixth class, and did not therefore find it necessary to devote much attention to their studies for the first two years, and too much had to be got through in the third year. A special programme has now been provided, and some improvement in the answering may be expected. It would be of great advantage if the former practice of assembling the monitors in groups at convenient centres for examination in their first and second years could be revived. A monitor's examination on the day of a results inspection must be a hurried one, and the time devoted to testing his teaching powers is necessarily very limited. On the other hand a combined oral examination of several monitors from different schools

would create a spirit of emulation which could not fail to be productive of benefit, and such an examination is rendered all the more desirable now that the oral portion of the final examination has been abolished.

With regard to school accounts there is little to be said. The various entries are in most of the schools correctly and punctually made. I find omissions in the Register more frequently than in any other of the account books, chiefly in the portion for infants and in the columns for noting the dates of the striking off and re-admission of pupils. It is to be regretted that managers do not usually feel it incumbent on them to check the different items of the school fees as entered in the roll book and summary roll. Their knowledge of the circumstances of the parents would render such a verification peculiarly valuable.

Since the passing of the Pension Act nine teachers have retired from the service. Six who have reached the age for compulsory retirement have been permitted to continue in charge of their schools. The facilities offered to managers for building teachers' residences have not yet been taken advantage of in any instance in this district, although here, as elsewhere, a number of teachers have a long distance to walk to their schools.

As regards the proficiency, failures are comparatively rare in the junior classes. One of the chief obstacles to progress in the senior classes, next to irregularity of attendance, is the neglect of home lessons. I make it a point to hear these lessons myself on every available opportunity, and I seldom find them well prepared.

*Reading*.—There is no improvement in this subject. The process of learning to read cannot be made an easy one. It may, however, be rendered more distasteful to the learner by attempting to combine with it the acquisition of what is called useful knowledge—an expression which generally means scraps of more or less trustworthy information on a variety of subjects. Those reading books which consist mainly of narrative, especially if they contain plenty of incident, seem to be the best; but even they lose a great part of their interest, when their chief charm, novelty, has disappeared. In one or two schools where small libraries have been established, the reading is better and has been taught with less trouble than elsewhere.

*Spelling* is fairly taught. Failures in this subject are most numerous in Fourth Class and First Stage of Fifth.

*Writing* receives more attention since imitation of the copyline was made the test in the junior classes. Mr. Vere Foster's copybooks are most generally used. In some of the best schools Messrs. Thom's have been introduced, while a few teachers have adopted the series published by Marcus Ward and Co. If efficient supervision is exercised over the junior classes while writing I think it is a matter of minor importance what headline is used.

*Arithmetic*.—The amount of time bestowed upon this subject—as much as two hours daily in some schools—appears to be excessive, and must have an injurious effect on the proficiency in the other branches. Failures are frequently met in the junior division of fifth class, but on the whole the subject is taught with success.

The proficiency in *Grammar* continues much the same, but there is, perhaps, a slight improvement in *Geography*. It is, I think, to be regretted that the map of the United States—a country where most of our children have relatives, and where many of them will themselves in all probability one day reside—has no place upon the programme.

Much more attention is given to agriculture since the increase of the results fee for that subject, and there is some improvement in the

*Appendix B.*

Reports on  
State of  
Schools.

Mr.  
McCall  
Boyle.

*Appendix B.* answering, but the book is not a popular one with either pupils or teachers. Bookkeeping is not taught in many schools, and little real knowledge of the subject is acquired.

*Reports on State of Schools.* The extra subjects taught are Geometry, Algebra, Physical Geography, Girls' Reading Book, the use of the sewing machine, vocal music and drawing. The proficiency shown is fair, but the number presented for examination is decreasing.

I have the honour to be, gentlemen, your obedient servant,

R. C. M'KELL, District Inspector.

The Secretaries, Education Office.

---

MR. W. M. BURROWES BROWNE.

Ballinamore, February, 1883.

*Mr. W. M. B. Browne.*

Ballinamore.

GENTLEMEN,—In accordance with your instructions, I beg to submit the following as my general Report on this District:—

I have been in charge here since February, 1879.

The District comprises portions of the counties of Cavan, Leitrim, and Fermanagh.

It extends in a northerly direction for 17 miles, and in a southerly direction about 13 from Ballinamore, the official headquarters. Towards the east and west it extends about 13 miles. The most distant schools from centre are about 24 miles north-east and north-west.

Within this considerable extent of country the sound of the locomotive steam-engine has never yet been heard. It is only within the last two years that the telegraph has been brought into Ballinamore.

There is not much to comment upon in the geography of the District, except towards the north-west. A description of the other parts may be briefly given. It is essentially a lake country, humid in climate, with a soil, except in rare spots, of poor quality, undrained, and overgrown with rushes, the worst foe of the small farmer. The same may be said of the north-west portion of the District, but there are further points of peculiarity that may not be unworthy of notice if an adequate idea of the circumstances of the country is to be conveyed. This region is bounded on the west by the shores of Lough Allen. From some miles west of Ballinamore there runs, parallel to the shore, a range of mountains which practically separates the rest of the District from two distinct regions, in each of which there is an important group of schools. There is first, the region extending along the shore of Lough Allen from the town of Drumshambo to Doura, a village of recent growth, near the source of the River Shannon. This village is the north-western point of the District. This region has situated in it nine schools, and they are for the most part far from the public road.

This road is comparatively new, and the population lies along the old road, which is at a greater distance from the Lough, and is so rugged and narrow as to be barely passable by a donkey with panniers. I am given to understand, indeed, that at the time the schools were established along this road, wheeled vehicles were scarcely, if at all, known in this part of the country.

The second group of schools to which I referred is situated among the mountains to the extreme north-west of the District. These are generally called the Glen Schools, from the name, Glengevlin, of the mountain valley in which they are situated. They are seven in number, and like the Lough Allen Schools, are difficult of access from the official centre.

There are 129 schools in the District. One is an Infant School, conducted by the Sisters of Mercy. One is a Workhouse School, and the remainder are ordinary National Schools.

The District is remarkable for the number of unsuitable and poorly furnished schools which it contains. The generally backward state of the country, the poverty of the people, and difficulties in the way of obtaining the public grants for building, have contributed to this state of affairs. I cannot avoid thinking however, that in past years greater energy on the part of the local parties, managers, &c., would have done much to remove this reproach from the District.

During the past four years ten new buildings have been provided. Nine of these take the place of old and unsuitable buildings. Another has been transferred from the old house to an excellent building altered to make it suitable. Six others are either in progress or will be as soon as the weather permits. One of the new schools is vested in the Commissioners, and two of those in progress are vested in trustees. This, considering that the country has passed through a period of bad harvests, and consequent poverty, amounting during some years to famine, exhibits fair progress, especially when contrasted with the apathy manifested during previous and more prosperous periods.

I find it difficult to impress sufficiently upon local managers the necessity for providing such premises as would lead to the cultivation of greater habits of cleanliness and decency. Some 90 schools in the District have no provision whatsoever of this nature.

The distribution of the schools with respect to the educational wants of the country is very fair. No child within the limits of the District need be without a school. In some places, indeed, notably in the two regions in the north-west to which I have referred, the schools are too numerous, and when circumstances permit, will require amalgamation.

With regard to organization and scientific school-keeping, so few of the teachers under my charge have been trained, so few of them have ever had an opportunity of seeing a skilfully conducted school, so few of them have ever seen anything outside of the narrow limits of their own townland, that I can scarcely be surprised at having little that is decidedly favourable to report with respect to a large number of my schools.

On reviewing my notes on my inspections, other than Results, for the first half of my residence here, I observe that I frequently found that neither teacher nor children knew the routine of the time-table, and that where an effort to observe it was made, from ten to fifteen minutes of the half hour were wasted, and that even then not more than two-thirds of the children had either employment or assistance provided for them. "We didn't attend much to such matters since the Results system came in," was frequently the remark made to explain the deficiency. It seems strange that the Results system should in any case be supposed to supersede order and economy of time in a school, when without both, the Results Programme could not be got through within the limits of school-hours. Still the habit of thinking and acting in this way was so strong, that it was not until after my third annual round of inspection that I could assure myself that I had observed a decided improvement in any considerable number of cases. During that time I frequently, during an incidental visit of about thirty minutes, made practical suggestions as to the framing and use of the time-table, and on the methods by which time may be economised, and constant employment and assistance given to all the children present during each of the periods of school work. I also examined as many schools as my other work permitted in special reference to these matters.

*Appendix B.*  
Reports on  
State of  
Schools.

*Mfr. W. M.  
B. Browne.*  
Ballin-  
more.

*Appendix B.* I made these, as far as my ability could avail, *method teaching* and *organizing inspections*. All this entailed much trouble, and a vast amount of physical exertion, but as I could not get the teachers trained, I saw no other way of *instructing them in*, or *recalling them to*, the traditions of sound school-keeping. In some schools the effect produced has been either very slight or evanescent, in a large number it has been moderate, and in a few it has been striking.

*Respects on  
State of  
Schools.*

*Mr. W. M.  
B. Brewster.*

*Bullin-  
more.*

The practice has led, I believe, to greater attention to methods of teaching, and has resulted in considerable improvement in general educational tone. The large number of unsuitable schools, badly furnished, were great obstacles to progress in this direction. Not long since a teacher, whose school I was criticising unfavourably, asked me to try to give him the advantage during the year of an organizing examination, such as he had heard of from the teacher of a neighbouring school. I had to tell him that I could do little for him in that direction, with his present miserable accommodation, appliances, and furniture. I have to express my conviction that much of the non-efficiency, or imperfect efficiency, of many of our schools arises simply from the want of knowledge of how to work out the programme systematically. This arises from want of training for the profession of teacher. It arises also in many cases from the fact that many of our rural teachers have never seen a good practical teacher at work. Books on method are of little use to many persons without a practical example. But few men can originate action, many can imitate, so as even to excel the original. I have had frequent, I might rather say constant, reason to complain of the want of punctuality of the pupils in the morning. On the timetables it is stated that school opens at half-past nine, and that business begins at ten o'clock. It frequently occurs that the classes are not present in sufficient numbers to make the first lesson a profitable one. The children in too many cases drop in, in threes or fours, between ten and eleven o'clock, some just in time for roll-call.

It has been urged by both managers and teachers that during the past very bad winter and harvest seasons, the children are unable to get breakfast early enough, owing to the want of, or the dearthness of the peat which is used for fuel throughout the country. There is, it must be admitted, something in this excuse, but I think too much is made of it. In some of the schools the children are assembled punctually. I have visited one school at a few minutes after ten o'clock, where I found only a few children present, and this excuse was urged in explanation.

Two miles away I found the children of another school fully assembled and busily occupied. There was clear evidence, too, that they had been at work since ten o'clock. Such a contrast is not unusual. Irregularity of attendance is another fault of the same kind. The greatest irregularity, and comparative regularity, are to be found in neighbouring schools, attended by children of exactly the same class, and affected by the same circumstances. Much has been said and written about compulsory attendance. I am not a law maker, and I do not feel called on at present to give any opinion on this subject. I think, however, that in the absence of legislation, determination on the part of the managers, and vigilance on the part of the teachers, would do much to remedy both want of punctuality and irregularity of attendance. In nearly every case that has come under my notice of strong contrast between neighbouring schools in these respects, I have no hesitation in saying that, in my opinion, there exists also a strong contrast between the teachers in charge. I find that where improvement in these respects has taken place, the teacher has effected his purpose by insisting on having a definite reason assigned for lateness or absence.



The change in the rules for admitting pupils to examination in the "Infant," or rather as I would now style it, "Elementary Class," has encouraged the parents to send, and teachers to gather in, children, who from various reasons, such as delicacy, stress of weather, or distance of residence, did not begin their school career at the ordinary age of four or five. A child who has been examined only once before arriving at the age of seven may now be examined again in this class. Another new provision of the same rule is that any child without respect to age may be examined once in this class. These two alterations of the rules previously in operation, have acted most beneficially in giving time for the development of neglected young minds, before entering on the more advanced programme laid down for children over six years, who began their school life at the usual age, with ordinary advantages. I find that this class is usually well taught, and it frequently exhibits a proficiency beyond the strict requirements of the programme.

*Appendix B.  
Reports on  
State of  
Schools.  
Mr. W. M.  
B. Brown.  
Ballina-  
more.*

In reading in the highest sense of the term I cannot say that much has been gained during my four years experience of this district. But reading in this sense of the word is rare, not one man in twenty, even of those who have got what is called a liberal education, can read decently. Teachers who have rarely heard the language either spoken or read except in the manner of their own immediate vicinity, can scarcely be expected to attain this high degree of excellence themselves, much less to impart it to their pupils. Taking, however, a moderate standard, and accepting as good reading, that which pronounces the words with a fair freedom from vulgarism and provincialism, grouping them fairly into phrases which convey the sense to the ear—taking this standard, I think some progress has been made. The schools too in which some attempt to explain what is read is not made, are now rare. In this respect a good deal depends on the manner in which the questions are put. I observe that teachers are too prone to "talk like a book," as the saying is, when interrogating children as to the meaning of words and phrases. If a pupil has attained in a moderate degree the power of expressing an idea presented to his mind in one set of words, in another, and if possible simpler, set of words, much has been gained in mental culture. This is the definition I have adopted in examining in "Explanation," and I never reject an explanation on account of its homely phraseology. It used to be a common thing to find the junior classes reading a lesson word by word in a jerky manner, the effect produced being much the same as if columns of unconnected words were being read. This was once usual, and is still too often the case in the classes reading the First Book.

Punctuation is too often not attended to. It is no wonder that pupils fail to appreciate the importance of "minding their stops," when they are allowed for years to write long dictation exercises without being told when to insert the proper stops. I have given dictation to classes, telling them, as I read the phrases of the passage, when to insert the stops, and found that the words "comma," "full stop," or "period," were written in full as if they were words in the text. Punctuation is not, in the results programme, required as an independent exercise except from sixth class. I would suggest the insertion of a clause stating that it would be required as a *dictated* exercise in all the classes under sixth which get dictation tests. I think a dictation exercise, without the insertion of stops is incomplete, but as I am now speaking of reading, I only introduce the matter, because I believe the practice would have a good effect in enforcing the importance of due attention to the subject of punctuation.

The repetition of selected pieces of poetry is associated with reading

Appendix B.  
Reports on  
State of  
Schools.

Mr W. M.  
B. Browne.  
Bellin-  
more.

in the results programme. I have found it expedient to suggest to the teachers the advisability of presenting all the pupils of each class in the same set of poems. It is plausible to say that the pupils should exercise their taste as to the poems they should learn, but my experience is that where this is done the teacher's labour is increased to such an extent that he practically abandons all idea of explaining the selections properly, or training the pupils in their correct recitation. In nearly all the schools of the district, the classes now present the same poems. This has also the effect of making the examination more exact, particularly as time is not lost inquiring what each child has learnt. Much has yet to be done before this subject produces its full effect as a means of cultivating an accurate memory, and intelligent mind. Much, however, has been effected. The poems are now in a large number of schools fairly explained.

Writing is the subject which has made most decided progress during the past few years. The written exercises for the year are now sufficient, and exhibit fair progress from month to month. Scribbling the dictation exercises has, in a great measure, ceased. The method now followed in the great majority of the schools in the district is as follows:—Class I. writes a clear, large, round hand on ruled slates, with the letters carefully formed, and strictly uniform. Classes II. and III. also write fairly imitative copies in some of the elementary books (usually always Vere Foster's), on the Board's List. The dictation exercises of the higher classes bear a much closer resemblance in style to their copies than they used to do. The great difficulty experienced is in the transition from Third Class to Fourth Class. While the Fourth Class copies are well written, their writing in dictation is often very inferior, and dissimilar in style. In order to meet this difficulty, the Third Class, in a great number of cases, is trained during the latter portion of the Results year, to write their dictation on paper ruled in exactly the same way as their standard copy-book. At the results examination I get them to write three lines in their copy book in imitation of the head line. They then turn over *the other side* of the leaf, and with the headlines before them, they write the dictation. This is intended to impress both teachers and pupils with the necessity of writing in all exercises the same style, and with the same care, as in the copies. I have before me, as I write, many examples in which the copies of Third Class are excellently executed, and the dictation not less so. In order more effectually to discourage hasty writing, or rather scribbling, I make it a rule, no matter how I am pressed for time at Results examinations, to give the dictation exercises at the same rate as I would expect a good imitative copy to be written. The Sixth Class, especially in the second year, should, in my opinion, be an exception to this practice, as it should be able to write well up to the time-standard adopted at Civil Service examinations.

Arithmetic is fairly taught in nearly all the schools to the junior classes, but in about thirty the advanced classes are not successfully taught. Notation and mental calculation are much neglected. Proficiency in this subject is on the whole very fair. It should be, for it receives an amount of attention, and produces an amount of anxiety in the teachers' minds altogether disproportionate to its value. A large proportion of the problems set to the senior classes are quite outside the scope of elementary education. In order to reach the standard, neatness and rapidity of work are sacrificed, and a greater amount of time devoted to the subject than it is worth to the vast majority of the children belonging to the rural population, which is, of course, the vast majority of those for whom a system of elementary education is intended.

Lower the standard, I would suggest; confine the courses to the

practical arithmetic of every-day life; draw the line at very plain questions in interest and discount; let more difficult questions in these subjects, with compound proportion, stocks, partnership, per-centages, &c., &c., be made an extra subject. This would meet the requirements of town schools, and would also meet the cases of rural schools where there are clever or ambitious pupils.

I think that neatness, accuracy, and rapidity, should be made an essential in assigning the pass in the ordinary course of arithmetic. Under such a programme as I suggest, there would be abundance of time for mental culture, and the pupil would be better prepared to undertake the study of higher arithmetic than at present, when half answers receive credit, and inadvertent errors have to be inquired into and condoned, in order to enable the examiner to give the teacher due credit for his work.

My practice in my Results examinations in this subject is, in addition to setting the cards supplied by the Board, to examine in notation, tables, and addition of money, on paper, so as to have a permanent record for comparison of progress from year to year. Except in decimal notation, there is undoubtedly a great improvement in these particulars. I often wish, in cases of *mere* failure or *doubtful* pass on the card, that I had power to decide the mark by a reference to these additional exercises. Neatness, quickness, and accuracy in taking down my questions, naturally enlist my sympathy for the teacher in his efforts to meet the requirements of the programme.

Spelling by dictation is improving. I attribute a good deal of the progress made to the abandonment of the practice of giving the dictation exercises too quickly. I endeavoured to bring this about, in the first instance, in the interests of the writing exercise, and am glad to believe that it has had a double use. This improvement is especially observable in the dictation of Third Class. I generally give half a dozen selected words after the dictation, and require their meanings to be written from memory opposite them. This practice helps to draw attention to the importance of a careful study of the appendices recently added to the reading books.

Grammar is fairly taught in the majority of the schools. In too many, however, it is not an intellectual exercise, but rather a parrot-like stringing of words together. There is an improvement in this subject, especially in Fourth Class, which three or four years ago frequently failed altogether, probably owing to a misconception of the meaning of the programme. There are but few Sixth Class pupils in the District who cannot make a fair attempt at writing a letter.

A good deal of work is done in the teaching of geography, but it is frequently wide of the programme, and first principles are not attended to. Latitude and longitude are not generally understood, and it is sometimes a great puzzle to the children to understand how a large ship can be lifted over the Equator. The map of Ireland is now fairly known, and a considerable number of Sixth Class pupils make a moderate attempt at drawing it. In order to direct attention to the subject, I have frequently drawn it myself on the black board, to show how easily it can be done, if only gone about in the right way.

Excepting the geography of Ireland and England, and the leading features of the World, the subject is not an important one for elementary schools. It occupies a great deal too much time at present, and with arithmetic of too advanced a type, distracts the teachers' attention from the cultivation of the thinking powers of the children. These two subjects, in the present state of the programme, tend to make instruction hurried and weak in such subjects as reading, explanation, and grammar.

Appendix B.

Reports on  
State of  
Schools.Mr. W. M.  
B. BrowneBallina-  
more.

Appendix B.  
Reports on  
State of  
Schools.

Mr. W. M.  
B. Browne.

Baltimore.

If a handbook, with suitable introductory matter, giving a strictly limited number of facts in connection with each map required by the programme, were issued, and examiners limited to questions from this handbook, I believe much disappointment in the number of passes obtained would be avoided, much time would be saved, and much more real geography taught.

Agriculture, which has recently been made a prominent subject in the programme, is not popular with the pupils. The text-book enters into too many minute details for young boys. If the salient points were printed in leaded type, as in many English class books, an improvement would be effected.

Needlework has greatly improved, and is now very fairly taught. I have found much less difficulty in examining it, as well as greater proficiency, since I commenced issuing carefully executed samples, showing what was expected, with the results documents.

Extra subjects are not numerous. I have two schools in which music is taught fairly. Algebra, geometry, and mensuration are the principal subjects presented. The number presented has decreased considerably since it became known that my first questions were in the definitions and first principles, and that if these were not properly understood the result was failure.

The practice of promoting children to a higher class who had failed at the results examination, for the mere sake of the fees, and without regard to the ability of the pupils, was once too prevalent here. I am happy to say that this error in judgment is now seldom made, and in schools where it had been extensively done, the improvement is perceptible.

On the whole I have to report a steady, if slow progress in order, discipline, proficiency, attention to the details of the programme, and especially in *intellectual life* in this District, during the past four years.

I am, gentlemen, your obedient servant,

W. M. BURROWS BROWNE.

The Secretaries.

Mr.  
Downing,  
Galway.

MR. DOWNING.

Galway, February, 1883.

GENTLEMEN,—Since I had the honour, three years ago, of submitting for the information of the Commissioners of National Education a General Report on the Galway District, much progress has been made within it towards providing necessary school accommodation, and improving the schools that then existed.

Within that short period ten new schools have been opened in localities previously devoid of all means of education, and in which the people old and young, were consequently in a state of mere barbarism; five new houses on vested sites have replaced unsuitable cabins in which schools were previously held; six school-rooms have been enlarged to accommodate increasing attendance; in eight cases there have been effected important permanent improvements, such as slating roofs previously thatched, hoarding earthen floors, construction of out-offices, &c; and three convent schools have been taken into connexion with the Board.

Moreover, five new buildings on vested sites are in course of erection,

three of them merely to replace unsuitable houses, but the other two in localities hitherto quite unprovided for; and grants have been allowed for ten others, greatly needed, but not yet commenced. Of these, eight are to replace unsuitable houses, and two to provide for localities not yet supplied with the advantage of schools.

Bearing in mind the size of my district, and particularly remembering that it lies mostly in Connemara, this progress within so short an interval will, I presume, be deemed remarkable. It is mainly the result of an impetus given to education by His Grace the Archbishop of Tuam, who earnestly and practically interests himself in the education of the people, and who has generously supplied funds in aid of the good work in the poorest localities.

There are now in operation, under my inspection, two departments in the model school; eight convent schools, with seven regularly organized infant departments, and three industrial schools under the Act; four workhouse departments; eighty-eight ordinary schools on the mainland; and fifteen island schools. The district skirts Galway Bay on the north and east, extends on the west to the Atlantic, and on the east some eight miles beyond Athenry, a length in all of about eighty miles, and includes the Aran Islands, on which there are six schools.

The present wants of the district in the way of school accommodation are as follows:—Three new houses are required for localities as yet wholly unprovided for; six houses need to be enlarged owing to increasing attendance; and there are five houses wholly unsuitable that must be replaced. These are exclusive of all cases for which grants have been allowed. The *Gontane* school-house, though suitable, is most inconveniently situated. It stands on the brow of a hill, more than half a mile from the public road. A sort of by-road that leads part of the way to it serves the second purpose of watercourse, and the visitor, after some trials, finds it more advantageous to go straight through the bog. New premises should therefore, if possible, be provided near the public road, and somewhat further from Clifden, where a larger and more regular attendance would be secured, and efficient supervision rendered possible. The *Letterard* school, attended by over 70 pupils, is three miles from a public road. It is in a peninsula through which no road passes, notwithstanding its very considerable population, and can only be approached on foot through exceedingly rugged and swampy ground. This site could not be altered much for the better, but I trust the proper authorities may, somehow, be speedily moved to construct a very necessary thoroughfare to it. The *Ardr* school, with an attendance of 160 pupils, is similarly circumstanced, except that it is within one mile of a public road. The *Lisnacorm* school, again, attended by over 120 pupils, and situated in a large village, is nearly a mile from the public road, and is approached through a rugged miry lane that is never repaired.

I regret to say a considerable proportion of the school-houses are not kept in good condition, and I fear this will be the case as long as the necessary work is dependent on the voluntary subscriptions of a poor and ignorant peasantry. I still hold the opinion expressed five years ago, that some steps are necessary for the better preservation of the considerable public property that exists in the vested premises. The late storms did enormous damage to the roofs, and proved that the slates used are unsuitable, entirely too light and fragile for such a district as this, where the storms fresh from the Atlantic, getting compressed between the mountains, bear down on certain points with indescribable fury. In the case of schools vested in the Commissioners it became apparent that some more direct means of getting small urgent repairs effected than through the

Appendix E.  
Reports on  
State of  
Schools.

Mr.  
Dowling,  
Galway.

*Appendix.* officers of the Board of Public Works is necessary. At the present moment there are slated off one of these houses for months; and the rain, pouring copiously in, has caused a large portion of the ceiling to fall. This the timely expenditure of a few shillings might have prevented.

*Mr. Downing.* The school grounds are, as a very general rule, kept remarkably clean, but in very few cases has any attempt been made at ornamentation with flowers or shrubs. A very small beginning, however, has been made, even in this respect, and I do not doubt I shall soon be able to report that the premises contrast favourably in appearance with those of other public establishments. Only in two cases did I observe an unpardonable want of cleanliness in the rooms, and, although I frequently noticed individual pupils wanting in personal cleanliness, there was no school in which evidence did not exist that the teacher had taken pains to correct the defect. In many of the schools, a remarkable improvement is observable in the dress of the pupils, being cleaner, more regularly mended, and better made.

The supply of furniture and apparatus is on the whole satisfactory, and in the case of a few schools, in which the desks are still of bad construction or in bad condition, promises have been given that the defects will soon be remedied. Three schools are unprovided with the necessary maps.

Four teachers' residences have been erected under the Act, two more are nearly completed, and a grant has been allowed for a seventh. One of the four first-mentioned is vacant for some time, the master living with his wife near her school, which is over three miles distant from his. In one of those nearly completed, I understand the teacher, an unmarried man, objects to reside, because his parents live within about two miles of his school, and he prefers to live with them. In two other cases the teachers want to reside in these houses against their will. On the other hand, where residences are most sadly needed, no steps have been taken towards providing them. One of the worthiest teachers of the district has been obliged to live for many years with his wife and, now, four children in one uncomfortable apartment, measuring sixteen feet by fourteen; and, between this and a bad school-room his health is seriously impaired. I have used every possible effort to get the manager to move in this matter, but to no purpose. Besides the seven residences under the Act, twenty teachers have free residences from the managers but four of these are very inferior. Then, eleven have small farms with houses on them; eighteen live with their parents; and there are thirty-five unmarried teachers, mostly mistresses, who would not choose to live alone. In several instances mistresses have refused free residences on this account. If these circumstances be weighed, as in my opinion they should be, the farther number of residences required in this district at present is eleven. Under certain circumstances a residence attached to the school may be the reverse of a convenience to the teacher, and, therefore, the wishes of the parties most concerned should in future be ascertained before grants for building be allowed.

During the last five years the attendance has increased rapidly in 27 schools, not less than 30 per cent. in any case, and in several cases over 100 per cent. In 38 schools during the same period there has been a slow but steady increase; in 34 the attendance has remained virtually stationary; and in 5 it has decreased slightly. Then there are 11 new schools not included in this enumeration, at which we have an average daily attendance of over 500 children who had no school to go to before. In deducing these facts, I have ignored the abnormal increase during the distribution of relief in 1881, which was remarkable in 21 schools. The recent great

efflux of people from the district has not as yet told sensibly upon the attendance, owing to the indefatigable efforts of the managers to gather in children, who formerly went either not at all or irregularly to school, and the important fact has been grasped that it is impossible to succeed in this respect without the aid of a good teacher. The manager may influence a large number of children to go for once to school, but it rests with the teacher to retain them. A really good teacher under an energetic popular manager nearly obviates the necessity for compulsion in a school circle, but there still are cases that authority alone can convert into tolerable members of the human family. Of late, all the selections of candidates for vacant appointments have been most judiciously and happily made.

*Appendix.*  
*Reports on*  
*State of*  
*Schools.*  
*Mrs.*  
*Douglas.*  
*Galway.*

After making due allowance for the distance of many houses from any school, I am of opinion the proportion of pupils under seven years of age is unduly small. I am aware that a grievous ignorant carelessness prevails amongst the parents about sending such children to school, although they are hardy and accustomed to run great distances over the mountains, and are destined to begin the hard battle of life at a prematurely early age. The number of pupils under seven years of age presented for examination during the past year was 1,142, the total number examined for payment of Results Fees being 7,116. For the purpose of comparison, I may here observe that the total number examined during the previous year was 6,700.

With a view to judge of and to encourage punctuality of attendance, I have, during the past year, visited some school at not later than five minutes after ten o'clock on each of 74 mornings. I intended and expected to be able to do so much more frequently, but the travelling in this district is exceedingly tedious and uncertain, the conveyances being so bad, and there being so much walking over rugged, roadless country, wading through bogs, and boating. I find, with regard to this punctuality of morning attendance, a steady improvement in progress, although from time to time very unsatisfactory cases occur. A classification of the schools based on this simple criterion would exactly coincide with one based on their general efficiency and merits. I have endeavoured to impress upon the teachers the great necessity for contending earnestly and perseveringly against what may be considered a national failing, namely—the want of appreciation of time. In all schools where the pupils arrived late, I found that arrangements had not been made for their immediate active employment on arrival, and, in most cases, that timely preparation had not been made for their comfortable reception.

The teachers of this district are loyal and well-conducted, and have passed through critical times in a manner deserving of great praise. They are constantly commended by those competent to pronounce an opinion for the aid given in the religious instruction of the people. By precept and example they are inculcating Christian morals, whilst devoting themselves zealously to the secular instruction of their pupils. They are doing work of great value, under circumstances of peculiar difficulty, for inadequate remuneration, and without that stimulus of State or public praise and honours so potent in other branches of the public service which the philosopher, though not the statesman, subordinates to that of education.

Seven teachers are of second division of first class; thirty-two are of second class; and ninety-one of third class. The gross average income from their schools is for the first class males, £84 a year; first class females, £76; second class males, £70; females, £59; third class males,

*Appendix B.* £56; females, £46; assistants, males, £43; females, £36. The mistresses could not do better at any other occupation, but young men of good abilities are not likely to be retained in the service, or drawn to it, by this rate of emoluments. We are, in fact, having but those who cannot succeed in getting into the lower branches of the Civil Service to do work on which depend pre-eminently peace and order, and national prosperity. In the part of the country for which I am to speak it is useless to expect any further voluntary local aid.

*Mr. Denning.*  
*Galway.*

From the fact that the class of females attracted to the service is superior to that of males, the managers, in general, were some time since in favour of appointing mistresses in charge of mixed schools with an average sufficient for but one teacher; but this plan has proved on the whole a failure. Boys drop off from such schools before they have acquired any valuable amount of knowledge, and, whenever they do continue as pupils beyond the age of ten, are, as a rule, badly controlled. Parents disapprove of the arrangement, and the managers are now more in favour of appointing masters. As fifty-two schools of my district come under this head, the point involved is one of importance. At present thirty-one of them are under mistresses, and seven of that number are very unsatisfactory.

Thirty of the teachers were trained in the Central Establishment, and thirty-eight others served as monitors; but sixty-two, or nearly half, received no training whatever for the office. I have, with immense labour outside the proper duties of an inspector, banished, or all but banished the glaring absurdities that formerly prevailed; but there exists, as must be expected under the circumstances, an obvious great dearth of professional skill; and seventy per cent. of the teachers are in the third or lowest class. Only five have offered for examination this year with a view to promotion. If it could be helped, of course, no one should get charge of a school without having received special training for the duties; but under present circumstances untrained candidates must be accepted, and the problem is how to make such teachers acquire the necessary skill, and continue their own education up to a satisfactory point. One year is not sufficient, even in a good training school, to enable the average aspirant to acquire the desired amount of skill and knowledge; how much less sufficient must it be, where he has no such advantage, but is thrown on his own resources.

To meet the difficulty, I suggested on a former occasion that such persons should be brought in for examination on a properly graduated programme for three consecutive years, and tested several times practically during this period on school management and method, before receiving a certificate of competency. It would be the interest of a candidate under these circumstances to go at first, if possible, as assistant in a good school, and, if that were not possible, to visit, during vacations, schools deemed worthy of imitation. Candidates not engaged teaching, but attending excellent schools with a view to become teachers, might be admitted to these examinations and tests, and perhaps results first allowed to such schools for their successful training. As under certain other Boards, let the candidates study and practise where and how they please, and be tested periodically for a sufficient time which should not be less than three years. A first examination sufficiently easy to admit the necessary supply of teachers does not afford a guarantee of sufficient scholarship or of the power of self-culture.

I have watched with great care the instruction and training of monitors. I visited during the past year 27 different schools, before



or after ordinary school-hours, at the time prescribed for their special instruction, and I find that, on the whole, this instruction is attended to with punctuality, but is not nearly as efficient as it ought to be. The time is very short for the number of subjects to be dealt with, and the non-coincidence of the two programmes to be attended to materially increases the difficulty.

I venture to suggest that a monitor be not compelled to attend a teachers' examination until the expiration of fifth year; but be permitted to attend it at the end of third or fourth year if deemed qualified by his teacher and inspector; that a monitor who has passed his examination at end of third or fourth year on "C" papers be permitted the following year to take up "B" papers, and that any successful examination be recorded in his favour until he has shown in the capacity of teacher sufficient practical skill to entitle him to have the corresponding classification recognised. Monitors having completed the school programme and not yet ready to take up "C" papers should be assembled for examination annually at sub-centres. It will be seen that I aim at a scheme to meet the difficulty arising from the unavoidable unequal proficiency of monitors at time of appointment, as well as from the difference of their natural powers and of their opportunities of education. This has hitherto been overlooked.

I have dwelt on this subject because there is no other way of improving education than by improving the teachers, and the qualifications of our future teachers will depend very seriously on the instruction and training of our present staff of monitors. I may, perhaps, add that I do not consider the scale of remuneration for the extra instruction of monitors at all adequate.

In my former report on this district, I stated that the moral training and the more mechanical part of the instruction of the pupils were effective, but that the intellectual training was defective. I still hold by this opinion, and consider it as just respecting the present as that time. It will, no doubt, be said that my estimate of the moral training is not supported by recent facts. Most deplorable outrages were committed, although I believe I am correct in saying that no human life fell a victim to them within the limits of my district; but, let it be remembered what a sadly large proportion of the people are illiterate. Our system of education cannot be held responsible for those who never came under the influence of our schools.

The late Archbishop of Tuam, it is well known, opposed, from first to last, the National Education scheme. Some of the clergy established schools here and there without his consent, but only for the most part in unsuitable cabins. Inadequate as their effort necessarily was, matters would be much worse, were it not for it. Without State aid the clergy could not succeed, and no one else took any interest in the education of these people. Wiser counsels and happier auspices now prevail; the rising generation in Connemara will be very different from the one dying out.

Strange to say I hear very frequently, from members of the upper class of society, remarks to the effect that the people are being over-educated. I have heard on many occasions the cause of all the recent unhappy disturbances credited to the National Schools, by persons ignorant or forgetful of the facts that a very large proportion of the adults are illiterate, that without attendance at school the children of the ignorant poor cannot learn moral principles, and be trained to act according to them, and that those who were convicted of the most horrid of outrages not far away, were utterly illiterate. For the promotion of law and order, for the cultivation of that intelligence so necessary to make the

*Appendix B.*  
—  
*Reports on*  
*State of*  
*Schools.*  
—  
*Mr.*  
*Downing.*  
*Galway.*

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*

*Mr.*  
*Downing.*  
*Galway.*

most of the precarious bounty of land and sea, and thus to enable the poor to meet the demands on them, the gentry should have taken a lively interest in popular education; but they have done nothing of the kind. In this district, with three noble exceptions, the landlords have done nothing for its promotion, but frequently refused suitable sites.

The regulation of the operations on a farm to suit the special soil and climate, and ever-varying nature of the seasons, the selection of seeds, manures, and stock, the attention required by diseased animals, the necessary knowledge respecting the rise and fall of prices, all these and many more similar demands on the mind of the farmer, who should moreover be able to some extent to repair his own house, implements, harness, &c., call for a well cultivated intelligence.

The farmers who live near the sea depend, I may say, entirely on the potato which derives its nourishment mainly from seaweed, the only manure used. The crop of seaweed of one year therefore seriously affects the famine barometer of the next, and its management requires, it would seem, more knowledge than is possessed by any one with whom I have conversed. All agree in asserting that the supply is deteriorating. The people have discovered emphatically that it must be allowed to remain for two years without disturbance; but why, they have no idea. They know nothing of the peculiar biennial mode of reproduction of the fact, and it is probable they cut away the weed whilst a large proportion of it is in an unfit stage. I mention this partly in illustration of my preceding statement, but also for a purpose which I hope to develop presently.

If the very laudable scheme is to succeed that has been proposed by philanthropists, of introducing domestic industries to supplement the precarious resources of the soil, popular education must advance beyond its present very useful but modest limits. Taste must be cultivated. At present several articles are manufactured in Connemara, of a really good quality, but they would find no market elsewhere for want of tasteful finish. The home industries of foreign peasants that have been mentioned as examples to be imitated here, all demand a certain small amount of æsthetic culture as yet wanting in this country.

The children of the educated and wealthy acquire a most important part of their education at home. New objects are continually presented to their observation, and they have around them persons competent to explain their nature and use. Ninety-five per cent. of the pupils of this district have presented to their observation but few objects and these of the rudest nature, and have not parents capable of explaining properly the nature even of these rude objects. These pupils require the training of the nursery to be given them in our schools. If possible, therefore, there should be an "Object" or "Gallery Lesson" every day; and the money would, in my opinion, be well spent if the increased fee for proper training of infants were allowed when such lessons had been successfully given, irrespective of the conditions of having the children taught in a separate room and by a separate staff. But in the case of the numerous small schools taught by one teacher, with perhaps a monitor, there is not time for "Object Lessons," nor indeed are the teachers, as a rule, competent to give them. Even pupils who have passed in sixth class leave school unfurnished with the kind of information to which I refer.

I therefore earnestly ask attention to the question why the large portion of time devoted to reading in school is not turned to account for the acquisition of useful knowledge of common things. The amount of such knowledge derived from the reading books is most

insignificant, and the absence of such teaching is the greatest defect of our system. An English gentleman, greatly interested in education, accompanied me at my inspections for several days, last summer, and was much pleased with the reading, writing, arithmetic, spelling, and knowledge of maps; but was painfully astonished at the ignorance evinced of the most commonplace things.

It is still the unpleasant fact that the pupils, for the most part, do not understand their reading lessons, and are incapable of gleaning the meaning from a strange book of greater simplicity. I regret to have to add that no progress is observable in the pupils' power of expressing their thoughts either orally or in writing. The course of instruction in grammar is not accomplishing its end. Parsing maintains its old monopoly to no purpose. A proper proportion of a good text-book should be assigned to each year together with all the varied exercises suggested by it. Composition, if properly taught, might commence with fourth class. The opinion is very generally entertained by the managers and others interested in education, that the programme of arithmetic is too difficult, and that some of the time devoted to this branch might be used in a manner more advantageous to the bulk of our pupils.

Some progress is observable in the study of the theory of agriculture; but real practical success in the teaching of this most useful branch need not be hoped for until every National School has in connexion with it a small plot of land properly cultivated. There seems to me to be required some simple lessons introductory to the text-book in use. I am of opinion much greater success would follow if the really essential elements were embodied in the ordinary reading lessons. Lessons on the management of the dairy and of poultry, as well as on domestic economy, should be introduced and made compulsory on girls.

Elementary drawing should be taught in every school. It cultivates handiness and taste, and is of great and universal practical utility. It by no means follows that every one who learns the elements is to aim at being an artist, any more than that every one who learns to write is to try to be a poet; but the people of this country should be enabled to, at least, understand and apply the designs and inventions of more favoured races. A knowledge of this branch should therefore be made compulsory on teachers entering the service in future, particularly as the power of sketching is of great and frequent utility in conveying instruction.

The division of the programme into subheads for the purpose of separate marking is not necessary and leads to a partial neglect of some most important portions of subjects. If these subheads were to disappear from the marking paper, much time would be set free to enable the inspector to dwell on matters of special importance, and direct the instruction into useful channels. The examination day is so cut up at present for a multiplicity of details, that no subject, however useful, can be thoroughly gone into.

Before concluding I should observe that the results scheme is maintaining its great and well merited popularity. Considered as a system of inspection, the plan is not only the best, but the only effective one possible. There is but one way to truly estimate the value of a school, and that is by ascertaining what progress the pupils individually have made within a certain time. Judgments formed in any other way are fallacious. We have now, from year to year, the proficiency of every pupil of regular attendance photographed, as it were, for future comparison. In this consists the real value of the system.

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*  
*Mr.*  
*Downing.*  
*Galway.*

*Appendix B.*  
Reports on  
State of  
Schools.

Considered as a mode of payment, the fees are, so far as my experience extends, fairly proportioned to the deserts of the recipients; but a scheme of payment at least equally satisfactory and requiring much less clerical labour and expense could easily be devised.

*Mr.*  
*Downing.*  
Galway.

There are several hundred names on the registers of this district of pupils who have attended for five or more consecutive years, each having made in the aggregate upwards of three hundred attendances without once qualifying for results examination. Some of these children made attendances during seven consecutive years amounting to nearly five hundred. They are pupils who must assist at home at every hurried season, and are prevented from attending school during bad weather by distance, ruggedness of path, and scantiness of clothing. This clearly points to a detail demanding consideration.

I am, gentlemen, your obedient servant,

EDMOND DOWNING.

The Secretaries.

*Mr.*  
*Dugan.*  
Parsonstown.

MR. DUGAN, A.M.

GENTLEMEN,—My official connexion with the Parsonstown District, which extended exactly over a period of ten years, terminated on the 30th September, 1882.

Having already made two general reports upon the state of this district, a careful examination of my notes shows me that there is very little new to be added here, and that very few considerations, save those on progress, have arisen worth reporting.

The general character of the management—the worth and efficiency of the teachers—the moral tone and discipline of the schools—the attendance of the pupils, and the general courses of instruction, remain pretty much the same in kind, yet each showing a degree of improvement.

The managers carefully look after both schools and teachers; more frequent personal visits would be desirable, however, for the two-fold effect of encouraging the parents to send their children, and of stimulating the pupils to be more punctual and regular in attendance.

The teachers continue to discharge their duties honestly to the public, and faithfully in their observance of the Commissioners' rules. It is true that many of them show a want of technical skill, which very much impairs their efficiency; but as this skill is the product of systematic training, its attainment was beyond the reach of a very large number of the teachers. This great want in our system is about to be remedied by the new scheme for the establishment and support of training colleges for the teachers of Irish National schools.

The average attendance equals 56 per cent. of the average on rolls, and is in round numbers 48 for each school in the district.

The irregularity of attendance shown by these numbers is, I believe, owing in most instances to necessity. Labour is scarce and dear; most of the parents have some work to do either in tilling the land, sowing turf, or harvesting crops in the respective seasons, and it naturally strikes them very directly that their children's labour will in this way be valuable, and save much outlay. But in most cases necessity of this kind is the outcome of unthrift and want of forethought, and it would really benefit the parents themselves in requiring them to send their children to school.

If through sheer improvidence and merely to tide over present needs they keep their children from school, although knowing that it is a wrong, they are culpably selfish—if they do not know it or refuse to believe it a wrong, they are ignorant. In either case an outside controlling influence should fitly intervene, and require the parents to afford their children opportunities for receiving at least an elementary instruction.

I cannot enter here into the argument as to whether this influence ought to be direct or indirect. It has been urged against direct compulsion that it is an interference with private rights and private liberty, but we know that these should be respected only so far as they do not create either public or private wrong to the community or to the child. The case of compulsory education is quite analogous to that of compulsory vaccination; here the outside controlling power steps in and compels parents to have done for their children that which theory and practice prove to be safeguards against physical disease. Why not look for the enforcement of similar safeguards against moral disease?

In the several subjects of instruction there is a marked degree of improvement.

*Reading*, which must be looked upon as the principal test of efficiency in a school, would be much improved were the teachers to give more attention to intelligent explanation of the subject-matter of the lessons, of the force and drift of sentences, and of the meanings of words. In this respect the proper teaching of *Grammar* is necessary to that of good reading. The rules of grammar in any language are derived merely from the forms and connexions of words in correct sentences of that language; therefore, instruction in the etymologies (inflections) of words and in analysis of sentences should precede what is termed syntactical parsing, and this instruction is precisely what is necessary for good reading. In order to arrive at the syntax, the method should be from the example to the rule; and proceeding in this way recourse must obviously be had to many examples. Thus, the intelligence and understanding of the pupils regarding the matter to be read, and consequently the actual reading itself becomes improved.

*Geography*.—Very fairly taught as an exercise of memory. I think, however, that a more real understanding of the subject would be brought about if the teachers would attend more to elementary local topography at the beginning, and thence proceed to the geography of the world; from the school-room, the village street or country road, to the townland, parish, barony, county, and so on. In this way a firm foundation is laid step by step—the instruction proceeds inductively from the known to the unknown, from particulars to generals, from ideas formed by the simple senses to those founded on conception and judgment.

Instruction in *Arithmetic* is tolerably successful. In most of the schools I notice a want of black-board teaching. There is no lack of practice, but the pupils not being well grounded in a knowledge of the principles which underlie the rules and processes, nor trained to apply skilfully what they do know to every form of question or instance, fail considerably in working out those given at written examinations.

*Penmanship*.—Very much improved. In assigning marks to this subject I give particular attention to the imitation of the examples or copy lines as affording indications of the degree of care and instruction in the teaching.

*Writing from Dictation*.—Very good. None but those who examined National schools fifteen or twenty years ago can form an adequate idea of the stride of improvement made in penmanship and dictation since that time.

Appendix B.  
Reports on  
State of  
Schools.  
Mr.  
Dugan.  
Persons-  
town.

## Appendix B.

Reports on  
State of  
Schools.Mr.  
Dugan.  
Parsons-  
town.

On the whole, I consider that National education is making very fair progress within the district; elementary instruction is placed within the reach of all the children, and with the exception already referred to, is availed of by all. The convent schools continue to maintain their high character for usefulness and efficiency.

In estimating the character of each school I am in the habit of referring to the standards *good, fair, and middling*. These standards, derived from experience, are estimated by certain percentages—First, total passes obtained to total possible; second, of *satisfactory marks* to total obtained; third, number of *promotions* to total number examined; and fourth, number enrolled in senior classes to total number on rolls.

In taking my leave of District 36, I must express my thanks for the kindness and courtesy which have been shown to me by all classes, and for the hearty co-operation given by both managers and teachers in the discharge of my official duties.

I am, gentlemen, your obedient servant,

G. WINSTON DUGAN, District Inspector, N.S.S.

The Secretaries, Office of National Education.

Mr.  
O'Carroll.  
Dublin  
North (2).

MR. O'CARROLL.

Dublin, February, 1883.

GENTLEMEN,—In the year 1881 the average attendance of pupils in the National schools of this district (which constitutes one of the Dublin group of districts) was 6,559. In 1882 the average was 6,682, viz., 3,116 boys, and 3,566 girls—being an increase of 123 during the year, exclusive of two new schools, with an average of about 50. Of the 6,682 the number in Fourth Book and above was 1,304, while in the infant and junior classes the number was 5,378.

*Teaching Staff.*—The teaching staff consists of 105 principals, 35 assistants, and about 105 monitors; altogether 245 teachers and monitors—being one teacher or monitor for every 27 pupils. But in this district there are eight convent schools, and, in my calculation, I have allowed only one nun for each of these schools, while there are actually five employed on an average in each.

The term of service now prescribed for monitors is five years. Their examination is stricter and more regular than in former years. They are chosen with greater care, and they form a much more important portion of the teaching staff; when classed they become assistants or principals. In a system in which the Teachers' Training Institution is unhappily limited or prohibited, a supply of well-taught paid monitors is invaluable; and in the convent schools where they are found in the greatest number, they receive an excellent education.

The monitorial staff consists of 77 girls and 28 boys; 36 of the girl monitors being in the convent schools.

The 94 principal teachers of the ordinary schools are composed of 41 men and 53 women, being classed as follows:—

6 Male and	6 Female Teachers in 1st Class,	.	.	12
12 "	27 "	in 2nd "	.	39
21 "	20 "	in 3rd "	.	41
1 "	1 "	Unclassed,	.	2
40 M.	54 F. Principals.			94

Thus it will be seen that there are considerably more girls than boys in the schools, and consequently more female than male teachers; while the women who obtain second class much outnumber the men.

*Convent Schools.*—The average attendance of the 8 convent schools is 1,347. Their teaching staff consists of 40 nuns and 36 paid monitors; thus they have a teacher or monitor for every 17 pupils in average attendance, and consequently we might expect to find better classes in them than in the ordinary schools, and, no doubt, the convent schools are the best in the district. They surpass the ordinary schools in their supply of books and requisites; their school-rooms are of a superior class, better kept and better ventilated; cleanliness and order better maintained, and, considering the higher education of the nuns, it is no wonder Roman Catholic parents prefer these schools to any other. A wholesome tone of discipline pervades them all, and it is in them the great majority of pupils learning extra branches are to be found.

The 4 St. James's Schools and the 2 Manor-street Schools are of this class, and in all their best features resemble the convent schools.

*Teachers' Residences.*—Of the 94 ordinary schools 43 or nearly one half have free residences attached, but in general they are of an inferior description and badly kept. In 25 cases the residences are in the school-houses, which is objectionable, as teachers with large and young families must attend to them, and thus frequently neglect their schools; and if sickness should break out in their dwellings, their schools must be closed, and continue closed for a considerable time after the contagion has disappeared. For those reasons I consider the residences should not be in the school-house. The teacher's home should be within half a mile of the school; for to require them to walk two or three miles to their duties would be to unfit them for those duties,—tired, and wet, and weary, how can they teach? It is a pity the Teachers' Residences Act has been of such little use. I know only of two schools in this district which have received aid under its provisions.

*Changes of Teachers.*—Ten of the principal teachers of this district resigned last year from age, infirmity, and other causes, and their places have been supplied in almost every instance by efficient classed teachers. Those changes will be, in my opinion, of vital interest to those schools. But for the Pension Act some of them could not have taken place.

*Geography, Grammar, &c.*—There is no branch in which the pupils are more deficient than in geography, yet there is no study which could be made more interesting. Maps are hung up in all the school-rooms, but until very lately little attention was given to them. It would seem they were intended more for ornament than use. However, now the regulation which requires the classes to be examined on the maps, is effecting a change. In several schools third class pupils can point out the chief countries, rivers, mountain chains, straits, gulfs, peninsulas, &c., on the map of the world, and seem to take an interest in the subject they never took before.

Grammar is much better taught. In third class the pupils can distinguish the parts of speech, and in fourth class and above, they know the cases and tenses, but in knowledge of lessons and in recitation I am sorry to say they are very deficient. They get the verses by rote, but they are not taught to recite them correctly. The recitation is too frequently rapid and monotonous, and the meaning of the verse evidently not understood. Apparently the teachers have not time to examine their pupils on those subheads. Attention is devoted chiefly to those subjects to which fees are attached, but there is no fee for the subheads, and consequently they are neglected, or left to monitors not qualified to teach

Appendix B.  
Reports on  
State of  
Schools.  
Mr.  
O'Connell.  
Dublin  
North (2).

Appendix  
Reports on  
State of  
Schools.

Mr.  
O'Carroll,  
Dublin  
North (D).

them. To make children recite verses correctly the teachers should themselves recite slowly, and with proper emphasis and pauses. They should show the way, and their pupils will imitate them. But the teachers seldom adopt this course, and consequently but little proficiency in recitation can be expected.

What lessons can be more interesting than the lessons on Columbus, in the Fifth Book, and on Warren Hastings, in the Sixth? yet, how few of the pupils in the high classes know these lessons thoroughly, or could give satisfactory answers when questioned on them.

Recitation and examination in lessons are subjects too much neglected. Perhaps the teaching staff is insufficient; or is it that subjects to which no fees are directly attached can claim but a very secondary importance?

The managers attend regularly to the religious instruction of the children, chiefly by one of their curates, or by nuns who visit and examine at stated times; but they seldom or never interfere with secular instruction; nor do they pay much attention to the state of the school-houses or premises, unless their attention is called to them by an official letter. In some cases the premises are in a sad state of neglect; indeed it would be better to have no out-offices in several rural localities than to have them in a condition deplorable to contemplate,—without sewers, seldom cleaned, never whitewashed, clay floors, damp and dirty, broken seats, and roofs open to wind and weather. What notions of cleanliness and order and propriety can children have, reared amid such disgraceful scenes? There once was a premium for cleanliness and order; I do not know why it was taken away. Some marked distinction should be made between schools in which those virtues are cultivated, and those in which they are utterly neglected.

Of the 33 assistants in the ordinary schools, 7 are male and 26 female, while, as I said already, 40 of the principals are male, and 54 are female. Thus in the ordinary schools there are 47 male and 81 female teachers. Again, of the 105 monitors now in the district, 77 are girls, and only 28 boys. The entire teaching staff of the district, excluding the nuns, consists of 75 male and 158 female teachers—the men forming less than one half of the teaching staff. But if I include the 8 convent schools and allow 5 nuns, which is an average number, for each of these schools, I have 40 female teachers more, or a teaching staff of 198 women, and but 75 men. And every year the mixed schools, or schools attended by boys and girls, of which there are 54 in the district, are being placed under female teachers. Last quarter 3 male principals resigned and 3 females were appointed to succeed them, and the change promises well, for women can teach little children much better than men can. At present only 12 of the 54 mixed schools have male teachers; thus it will be seen that women do the greater part of the teaching. They are more highly classed than the men; they have the best schools in the district; they are the chief workers; most of them were educated in convent schools; but they have no training institution of which they can avail themselves recognised by the State. Were it otherwise, what an impetus it would give to primary education in this country. In that department, and surely there is no nobler, Ireland might then expect to rival England.

Indeed, I do not know any improvement which could do more for education than the establishment of an institution in which both male and female teachers could be trained, with the approbation of their clergy. The want of it has kept back education in Ireland, while it has made rapid strides in other countries. Here, where there are no pro-



perly qualified teachers to appoint to vacant schools, the consequence must be deplorable, and now for several years much has been the case.

The managers could only select from a very small circle a candidate likely to pass the annual examination. But this is a poor test of the suitability of a teacher for the important post of principal of a National school. The men chosen were frequently unable to take second class. More than half of the male teachers of the district are in the lowest class, viz., the third; what then must their schools be? Better than compulsory education, better than increased salaries, better than improved Pension Acts, would be acceptable training institutions, in which young men and women could learn how to teach. Without such what progress can be expected? The want of them has kept primary education in this country almost stationary for years. I say stationary, as compared with England and Scotland, where, within the last ten or twelve years, such strides have been made. And what has been the cause of this inequality?—the want of training institutions acceptable to the clergy and people of every denomination.

I am, gentlemen, your obedient servant,

F. F. O'CARROLL.

DR. BROWN.

Dundrum, February, 1883.

GENTLEMEN,—In compliance with the instructions contained in your letter of 24th October last, I beg to submit, for the information of the Commissioners, my general report on the progress and present state of education in the National schools of this district.

Since my previous report eight new schools have been taken into connection with the Board, and another is now applicant, and will likely become a National school in a few weeks. The number of schools in operation is 125, of which 103 are ordinary day schools, 2 evening, 3 P.L.U.—each with two departments,—1 industrial, and 16 convent schools. Most of the latter are very efficiently conducted, and command a large attendance. The average attendance of the two largest is almost 1,600. The aggregate average attendance of the district is 9,525, not including one evening school which has not been examined, and is not likely to be permanent. The number of children qualified by attendance for the results examinations was rather in excess of the average attendance, but the number actually present and examined (9,087) was 4-6 less. The absence on the day of examination is usually unavoidable, and is caused chiefly by sickness or removal from the locality. The children are most anxious to attend, and are not deterred by the state of the weather, no matter how severe.

The school-houses with few exceptions, are superior buildings, well lighted and ventilated, and in good repair. In some, the desks and other fittings are bad, and most of them are deficient in those educational appliances and decorations, which serve to educate the higher nature—the love of the beautiful and the pure—and to cultivate habits of order, cleanliness, and neatness. There is sufficient floor accommodation for 15,400 children, which is fully 60 per cent. in excess of the average daily attendance; but 19 of the schools are already overcrowded. Within the last three years nine new school-houses, of a superior class, have been built,—seven of them to replace old and unsuitable buildings, and two for new schools where they were much required. There are

Appendix B.

Reports on  
State of  
Schools.

Mr.  
O'Carroll.

Dublin  
North (2).

Dr.  
Brown,  
Dublin  
South (2).

## Appendix B

Reports on  
State of  
Schools.Dr.  
Brown.Dublin  
South (2).

still three or four unsuitable houses, but I regret to say, there is no likelihood of better being provided soon, in these cases.

The Teachers' Residences Act has been hitherto almost a dead letter in this district. Only one residence has been erected under the Act, and two applications have been lately made for building grants; but in one case, I fear without success, as a lease of a suitable site cannot be got. There are residences attached to 55 ordinary schools, and 18 others, including Poor Law Union and convent schools have also residences, and 52 schools have none. Many of the latter are town schools, where the want is not much felt, but there are some cases in rural districts where it causes great inconvenience.

The teachers, as a body, are respectable and respected, earnest and diligent in the discharge of their duties, and where they have fair opportunity, in the regular attendance of pupils, they rarely fail to produce very satisfactory results. The great obstacle to progress is irregular attendance; while that continues no great improvement in primary education is possible. Some of the causes which produce it are unavoidable, but these operate to a very limited extent. The chief cause is the carelessness and culpable neglect of parents. Managers and teachers can do much to lessen this evil, but the only sufficient remedy to meet it in its fullest extent, is legal compulsion. The interference of the State, as a remedy for parental neglect, is now universally admitted to be necessary, and would be hailed as a public boon. When the change from voluntary to compulsory attendance is being made, as it is likely to be soon, it will be well not to fix the number of yearly attendance too high at first, say about 125; when school-going habits have been formed, the number may be increased. Attendance to that extent will not interfere with the employment of children in assisting to put in and save the crops, and to do occasional work which unavoidably devolves on the children of the poor. Compulsory attendance, not enforced by law, but by the influence and energy of a worthy clergyman, has been carried out at St. Kevin's Male and Female Schools, Glendalough, with very encouraging results. In 1880, when this clergyman came to the parish, the average attendance at the boys' school was 42·3; in 1881 it rose to 73·6, and in 1882, to 81·0. In the girls' school the attendance in 1880, was about 70, in 1881 it rose to 109·8, and in 1882, to 124·5; that is an increase of 90 per cent. in the boys' school, and 78 per cent. in the girls'; and this experiment was carried out under most unfavourable circumstances. A large proportion of the children belonged to the families of miners, employed at lead mines in the neighbourhood, but owing to a partial cessation of the works, fully fifty families were obliged to leave that locality in 1880 and 1881, which reduced the school-going population about 100. Besides, the locality is mountainous and thinly inhabited; many of the pupils live four, and some five miles from the schools, and yet the average attendance has increased 84 per cent. in the two schools. If compulsion were universal there might not be so large a proportional increase, but it is likely to be much larger than it is generally expected to be. At St. Kevin's schools, the improvement in proficiency kept pace with the increase of attendance, and they are now among the most efficient in this district. It would be strange if it were otherwise. When children commence their school life at the infant age, and attend regularly from year to year, they pass on from class to class without forcing or hurry, and without failure, and have at the end of their course, acquired habits of steady perseverance and industry, and an amount of mental training which fit them for being useful and successful in any position within their reach.

*Appendix B.*  
 Reports on  
 State of  
 Schools.  
 Dr.  
 Brown.  
 Dublin  
 South (2).

*Monitors.*—The instruction and training of monitors is better attended to now than it was formerly. At last year's examination seven females made very satisfactory answering on 2nd class papers, and were all placed in 2nd class except those whose period of service had not terminated; 9 were placed in 1st division of 3rd class, and one in 2nd division of that class. I cannot speak so favourably of the male monitors; very few of them remain long enough in the service to attend the final examination, and those who do attend usually fail. They are not sufficiently instructed, nor studious, and the three years allowed under the old scheme were not sufficient for making up the extended course on which they were examined. The new scheme is a decided improvement, and is likely to work well. If the teachers do their duty in giving them instruction, all who are worth retaining will qualify for a class at the end of five years. I very much regret that I can spare so little time for the examination of monitors in their schools. In addition to their results examination with the pupils of their class, they should be examined on the special subjects in their own programme. But on the day of the results examination there is not sufficient time to do this; and the duty is too important to be crushed into the fag-end of an excessive day's work. I often feel too much exhausted to go through the additional labour with sufficient care and patience. And yet the duty should not be neglected, but it cannot be effectively done unless a special time, free from any other duty, is devoted to it. It is most desirable that annual examinations, or twice a year if practicable, should be held at convenient centres in each district, at which all monitors within a moderate distance should attend, and undergo a careful examination on their course of study and training, for the preceding term of six or twelve months, as the case may be. The inspector would thus be enabled to know all his monitors, their aptitude for teaching, and the amount and quality of the instruction they receive, and whether they should be retained after the first three years' service, with a degree of accuracy not attainable, under the system of ordinary school examinations. An obvious objection to these group examinations is the difficulty of finding time for them; but they would save the inspectors the almost daily worry of "school examinations," and this important work would be much better done.

*Teachers.*—There is not much change in the teaching staff since my previous report, with the exception of the appointment of 27 new teachers, not previously in the service of the Board, as teachers. Of these 3 had been pupil teachers, and 3 monitors in model schools, 11 had been monitors in ordinary or convent National schools, 8 were pupils only in National schools, and 3 were educated in schools not national. These are all, except one, giving satisfaction and likely to become efficient teachers. There is a great deal of honest educational work done all over this district. Very many work skilfully, but in some instances want of system and neglect of intellectual training, render their hard work comparatively unproductive. Every year the proficiency is improving, but I do not think that improvement can go much farther with the present teachers. The fact that the results fees have doubled on an average all over the district within five years is an index of progress.

I shall now briefly notice the state of the schools as regards proficiency in the several branches.

*Reading.*—In the junior classes reading is generally accurate, but in the senior often faulty in accuracy, distinctness and expression. The Fifth Book is difficult to read, not sufficiently interesting, and some of

Appendix.  
Reports on  
State of  
Schools.  
Dr.  
Brown.  
Dublin  
South (2).

the lessons are beyond the capacity of children of 12 or 13 years old. In explanation of the subject matter there is general and great improvement.

*Writing.*—Writing is good in a large proportion of the schools—in some there is not sufficient care taken to imitate the head lines, and proper provision has not been made for the writing of 1st class. The pencils are often short and without holders, and there is too little supervision. Several series of copy books are now in use, and all appear to produce good writers.

*Arithmetic.*—There is considerable improvement in the quickness and accuracy with which the junior classes work their sums, arising from improvement in knowledge of the tables, and increased attention to mental calculation. In the senior classes the proficiency is fair, considering the difficulty of the tests now applied to all classes above the third. In cases of failure in the senior classes, it is not difficult to trace the cause—the teaching is confined too much to the working of sums, and too little, or not at all to principles. Hence, when an exercise of reasoning or discrimination is required, mistakes are often made. These mistakes are most frequent in reduction; the pupils being unable to distinguish reduction ascending from reduction descending, use multiplication when they should use division and *vice versa*—and again in proportion in 5th class, they fail to distinguish the 1st and 2nd terms in stating the sums. There would be fewer failures if the teachers made more use of the blackboard when the pupils are commencing a new rule, and explained clearly the simple principles on which the rule depends, and the meanings of the technical terms employed. The children would soon acquire the power of accurate reasoning and reflection, which this branch is better fitted to teach than any other in the ordinary school course.

*Spelling.*—Oral spelling has improved in the junior classes since my last report, it is still too much confined to the words at the heads of the reading lessons which, in Second and Third Books, appear to have been given rather on account of their meanings than difficulty in spelling. Many of the words through the lessons are much more difficult to spell. There is room for improvement in the dictation of the senior classes, in 5th class especially, there are too many failures and low passes; but in the majority of the schools the exercises are well spelled and neatly written.

*Grammar.*—This subject is better taught than it used to be. Parsing is fairly accurate, and seldom the meaningless formula, so often used with formerly. The grammatical inflexions are not sufficiently attended to in 4th class, though the parsing exercises are usually excellent. In the higher classes the text of the grammar is fairly known. The composition exercises of 5th class are neatly written, and sensible, but punctuation is neglected, and there are occasional grammatical errors.

*Geography.*—This subject has received more than usual attention during the last two years, and the general proficiency is much better.

*Agriculture.*—The increased fee for a pass in agriculture appears to have stimulated the teachers to study this subject, and to teach it with more than usual success. Most of the boys in the senior classes in rural schools have a fair knowledge of the theory, which may bear fruit when they become practical agriculturists.

*Book-keeping.*—Until very recently, this subject was badly taught. The accounts were neatly written, but the pupils could not distinguish Dr. and Cr. in the simplest transaction, nor tell how any account should be balanced. But the results examinations have shown the teachers the utter worthlessness, both to themselves and the pupils, of the book-keeping they were in the habit of teaching, and have also taught them

in some degree, how to teach this subject. The result is, the answering this year was very intelligent, and the proportion of passes high.

*Needlework* is carefully attended to and the proficiency good.

*Extra Branches.*—There were 1881 examinations in extra branches. The subjects taught were Singing, Drawing, Geometry and Mensuration, Algebra, Physical Geography, Girls' Reading Book, Sewing Machine and French. The proficiency in Geometry and Algebra was but middling, in other subjects very fair. The answering in French was good, this year, for the first time since I took charge of this district, and the passes exceeded considerably the totals of the four previous years.

The results work of this district is excessively heavy, and increases every year, in fact my time is so much occupied with examining that I have scarcely a day for inspection, properly so called. This is much to be regretted. If I had less of results work, I could be more useful in promoting the efficiency of the schools. Incidental visits prevent or remedy irregularities, and secondary examinations improve bad schools, but I can spare little time for either.

I am, gentlemen, your obedient servant,

SAMUEL BROWN, District Inspector.

The Secretaries, Education Office.

Mr. M. S. SEYMOUR, A.M.

Limerick, March, 1883.

GENTLEMEN,—I have the honour to submit to you the following report on the Limerick District, No. 51, for the past year.

Owing to my recent promotion to another sphere of duty, and to the consequent pressure of new and important engagements, I have not been able to devote as much attention to the preparation of this report, required from me in my late capacity as District Inspector, as I otherwise should have done. The fact, however, that the work of the district has for several years past been moving in a steady and even course, on the lines laid down by me, and that few if any material changes have occurred since the date of my previous report, renders it less necessary that I should now enter much into matters of detail. I shall, therefore, restrict myself to noticing briefly the existing condition of things, and the amount of progress which may be distinctly traceable under the more important heads usually referred to in the District Inspectors' reports.

*Schools.*—The number of National Schools in the district (105) remains the same as it was eight years ago when I first was appointed to Limerick. During that period eight or nine schools removed from my inspection were compensated for by about as many of a similar character added on, leaving the total school accommodation pretty nearly stationary. It is fairly adequate and well distributed. The schools are of a good, useful class, showing for several years past a more than average degree of efficiency, and though the district does not possess as many schools of a very superior order as may be met with in some other places, it is, on the other hand, creditably distinguished for the absence of bad ones.

*School-houses.*—The first requisite for the establishment of a school is the providing of a suitable house, neat, substantial and comfortable, without being too ornamental or costly; a playground, out-offices, and proper furniture being indispensable accessories. Considering the favourable

Appendix.  
Reports on  
State of  
Schools.  
—  
Dr.  
Brown.  
Dublin  
South (2).

Mr.  
Seymour,  
Limerick.

Appendix B.  
Reports on  
State of  
Schools.

Mrs.  
Seymour.  
Limerick.

circumstances of the greater part of the Limerick District, the richness of the soil, and the number of wealthy residents, the school buildings, in points of construction, fitting up, and repair, are not as good as might reasonably be expected. Out of 105 school-houses, not much more than one-half could be reckoned as satisfactory, with reference to the foregoing requirements, and these would include twenty-seven built with the Board's aid. More than one-third are more or less defective in those respects, while a few are still positively bad. In the last-named cases, difficulties in the way of procuring sites for new buildings have largely operated to retard improvement, but those obstacles are being by degrees overcome.

*Teachers' Residences.*—These very desirable adjuncts to school accommodation exist in connexion with only thirty-three schools of the ordinary class in this district. The teachers have in many instances to travel a long distance to the scene of their duties every day. Even where residences are provided, they are frequently of a very inferior class, sometimes consisting of only one small room, not at all adapted to afford an example of that order, decency, and cleanliness, which it is so desirable for a teacher to exhibit towards his pupils. The "Teachers' Residences Act" of 1875, modified in 1879 so as to be applicable to non-vested schools, has been availed of by the managers here in only six cases, four being intended for double schools.

*Organization.*—This remains a weak point in most of the schools, though I am able to certify to a distinct and measurable amount of improvement in it for some years past. The time-tables are drawn up now with much more skill and care than formerly, and the teachers are more alive to the advantage and necessity of carrying them out. Indeed, the good schools are now to be easily distinguished by the facility with which the time tables are worked, while those of inferior efficiency are indicated with equal clearness by time tables of loose and indefinite arrangement, giving evidence of irregular and desultory teaching. Though the teachers could themselves do a great deal, and effect much improvement in the organization of their schools by a diligent study of Joyce's and Robinson's Manuals, yet I would be much in favour of the employment of some additional competent organizers by the Board, and would make the organization of all schools compulsory, in cases where the District or Head Inspector had reported serious defects in the method of teaching.

*Teachers.*—Out of ninety-eight principal teachers in the district, only about one-fifth are in first class; two-fifths are in second; and the remaining two-fifths are in third class. There is not that disposition to advance themselves to higher grades in the service, and consequently, to the enjoyment of a higher salary, by means of examination, among the teachers here that is found in other parts of Ireland. During the past seven years exceedingly few candidates for promotion have come forward, and last year not even one appeared, though I had endeavoured to induce some candidates who were eligible to present themselves for examination. The fact that the schools of which the teachers were entitled to present themselves, were earning good results payments and receiving fairly liberal school-fees, though it may explain, does not excuse this apathy, which is for many reasons to be regretted. The teachers of the Limerick District are, nevertheless, a most respectable body of public servants, and contain among them not a few individuals who are conspicuous for their ability and zeal.

*Monitors.*—The number of monitors in the district varied from 140 to 150 during the past year. Those examined for their first, second, and

fourth years, in the results programme, and in the special subjects of the new course, acquitted themselves, as a rule, very fairly. Of those, however, who came forward at the teachers' examination in July last for certificates of classification, not more than one-third made sufficient answering to qualify for the class to which they aspired. The fact that the majority of paid monitors have no serious intention of becoming teachers, and that even of those who wish to adopt the teaching profession, many have found a difficulty in procuring employment at the conclusion of their period of training, tends to render monitors careless in the last year of their course. Hence the large proportion of failures at the teachers' examination. Systematic training of monitors in the practice of teaching, as well as in the subjects of their programme for each year, is still far from common. The regulation requiring the occupation of the monitor's time during the day to be set forth on the time-table of the school is a step in the right direction. It is also most necessary to secure due attention to the monitor's written exercises done in the course of each year. In many cases these exercises are little more than so much scribbling. The subjects of the programme are not kept in separate books, or in separate parts of the same book, as they should be. The questions are not given out in regular sets, in progressive order, and so as to cover in the course of a year the portion of knowledge prescribed in each particular branch. The answers are not carefully corrected and the errors noted and corrections made in red ink, or in such other conspicuous manner as to leave a vivid impression on the memory. Dates are not properly entered so as to define and distinguish each day's work, and, finally, attention is not given to neat and careful writing, well made figures, tasteful arrangement, and other niceties of detail, which, in themselves, constitute an exercise of great value. Though much may be done by oral instruction and by the careful preparation of home lessons, yet the written exercises of the monitor are the most certain guide as to the amount and character of the teaching which he or she receives, and should very largely weigh in the matter of awarding the teacher's gratuity. As regards this last point, I would be for increasing the gratuity to £5 for the monitor's fifth year, should he then obtain classification, other conditions being fulfilled.

*Supply of Requisites.*—The supply of sale stock during the year has been in nearly all cases good, or fairly adequate. The supply of maps and of other apparatus for collective teaching, has also been fairly maintained, though in most cases any deficiency in this way has to be made good by the teachers themselves, the managers being seldom willing to go to any expense for this purpose.

*School Accounts.*—Very well kept. I venture to think that this district is remarkable for the neatness and accuracy of its school records. It is a very long time since I met with any instance of intentional falsification. The receipt of school-fees is carefully noted in the several independent records, and I believe it is on the whole a very accurate return of the local aid in this form. There is still some disposition to evade the use of the attendance board, under some false notion that this public notification of the number present in each class for the day is derogatory to the teacher, but such an idea is unfounded. The practice is necessary in order to afford a check in exceptional cases, while in ordinary cases it implies no injurious suspicion.

*Proficiency.*—Reading (including explanation) has, I think, improved in the senior classes, while in the junior it has maintained the satisfactory level of former years. There is little attempt at fine or expressive reading, such as would come under the head of declamation or elocution,

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*  
*Mr.*  
*Seymour.*  
*Limerick.*

Appendix B.  
Reports on  
State of  
Schools.

Mr.  
Seymour,  
Limerick.

but the reading is in general pretty fluent, the pronunciation and grouping of the words correct, and in the better class of schools, intelligent appreciation of the subject is indicated. This is all that is aimed at in the best of the schools at present. Much more proficiency than now exists in this, the leading subject of the programme, would be desirable; but before it can be attained, the teachers must themselves become better readers, and also learn the art of teaching the subject with more system. The repetition of poetry is less satisfactory than the reading, though in the junior classes the poetic pieces, or a portion of them, are fairly committed to memory, and the allusions are often very well explained.

*Spelling.*—This was more or less satisfactory in the junior classes, up to third inclusive. In the senior classes it was not so good, the junior fifth being the most backward. I cannot say that the subject is taught with much system. I have recommended the *previous study* of the passages selected for dictation, as well as their subsequent correction. This method has, I believe, received more attention of late.

*Writing.*—The penmanship in this district will, I believe, bear comparison with that in most others. The writing in the first class, on slates, has been much improved by the use of carefully ruled lines, to ensure uniformity in the size of the letters, and by more suitable models in the shape of lead lines, written on the black board. In the senior classes Vere Foster's series of copy books have, on the whole, held their ground, though the field once his own, has of late been invaded by a formidable host of competitors. A head-line copy-book, on the Civil Service pattern, is at present in great favour with the teachers, for the use of the higher class boys, as a finishing hand.

*Arithmetic.*—Practical work very fair in senior, and good in junior classes. Theory and reasons of rules not, I think, sufficiently dealt with at floor lessons in the school. There is too much tendency to "make up" the special course set down for the class at results examination, to the exclusion of other branches of the subject already passed over. The knowledge of notation of whole numbers in the junior, and of decimals in addition, in the senior classes is generally very good. 'Long tots' correctly added, though perhaps with insufficient rapidity. Tables and exercises in their application very fairly known, according to class. Other mental exercises not sufficiently practised.

*Grammar.*—This subject is fairly taught on the whole. The third class can distinguish with readiness the principal parts of speech. The fourth class can recognise all the parts of speech, and have a fair knowledge of the inflexions, as required by the results programme. The fifth classes can parse suitable sentences on paper, and have in most cases a tolerable acquaintance with the subject-matter of the text-book on grammar; while the sixth class pupils can parse with fair, and in many cases with complete accuracy, a difficult sentence in prose or poetry, and have a good knowledge of the grammar, including syntax. Of course this applies not to all the pupils examined, but to a fair proportion of those who have attended school regularly.

*Geography.*—The knowledge of this subject as far as it goes is sound and intelligent. The third class pupils have a good acquaintance with the outlines of the map of the world, and with its principal subdivisions and leading features. The fourth class pupils are also very fairly taught in this branch, knowing the maps of the world and Ireland; but here the deficiency commences. In the senior classes the knowledge of maps and statistics becomes more imperfect, and in very few schools are the



pupils of sixth class acquainted with the requirements of the programme in this subject. Appendix B.

*Agriculture*.—Improved knowledge under the stimulus of an increased fee for this branch, but still imperfectly taught. Reports on  
State of  
Schools.

*Bookkeeping*.—Also improved, both in neatness of entries and knowledge of the subject, since last report. Mr.  
Seymour,  
Limerick

*Extra Branches*.—Geometry and mensuration. A good proportion of the boys of fifth and sixth classes master the first year's course; only a small number pass the course for second year, while it is extremely rare to meet with a pupil who has acquired a competent knowledge of the programme for third year. The same may be said of Algebra. Vocal music is well taught in the convent schools only.

I have the honour to be, gentlemen, your very obedient servant,

M. S. SEYMOUR, A.M.

The Secretaries, &c., &c.

MR. PURKER.

February, 1883.

Mr.  
Purker,  
Clonmel.

GENTLEMEN,—In accordance with your instructions, I beg to furnish a general report on my late district, having Clonmel for its centre.

In my last general report (for the year 1879) I explained fully the changes that had been made in the limits of the district, since which time the only change has been the addition of two large convent schools in the town of Clonmel. The total number of National schools in the district at the end of September, 1882, when I ceased to be in charge, was 119, with an average daily attendance of about 8,500 children, or 71 pupils per school. This shows an increase of 19 schools, and of more than 2,000 pupils during the last six years. But this increase of pupils is not merely the result of these added schools; it is an increase that is almost general over the district, and amounts on an average to eight pupils per school. This gratifying improvement has, of course, been accompanied by a corresponding addition to the number qualified to earn result fees for the teachers. At the last examinations held by me the number actually examined was 8,716 in 117 schools, or nearly 75 pupils per school. That the increase of pupils is owing to greater regularity, and not to any tampering with the school accounts, I feel fully convinced, both from the high character of the great majority of the teachers, and from the frequent opportunities I took of visiting the schools unexpectedly, and checking the records of the pupils' attendances. Since my last general report was furnished, I found only one case of wilful falsification, and one of gross carelessness in keeping the school records—the last-mentioned in a convent school, where the marking of the rolls was improperly left to a junior monitor.

The increased regularity of attendance should be very gratifying both to the teachers and managers—to the teachers, as evidence that the parents are every year valuing more highly the efforts made to advance their children, so that they are more and more anxious to send them to school, often, I feel sure, at great inconvenience; to the managers, more especially the Roman Catholic clergy, as evidence that their efforts to bring in absentees were not in vain. Still, neither managers nor teachers are satisfied, and both alike desire some system of compulsory attendance. I think it only right to say this, as my own opinion is

Appendix B.  
Reports on  
State of  
Schools.

Mr.  
Purser.  
Clonmel.

against State interference in the matter; and as I believe that the influence of the clergy among their parishioners, and the satisfactory work done by the teachers, are quite sufficient to produce as much regularity of attendance as can be secured by law, and with much less unpleasantness. It must be within the experience of all inspectors that where the manager and teacher are in harmony, and where the latter is doing his work efficiently, there is a steady improvement both in the number of children attending, and in their regularity, until the limits of the population are reached. I will refer to only a couple of cases in the Clonmel district to show this. The Ballyporeen Female School, when I was sent to Clonmel was in charge of a very bad teacher; the number of children on rolls was nearly 200, and the daily attendance about 105, or less, for the records were grossly falsified. After a short time the teacher was replaced by a more efficient mistress, who with a very moderate increase of names on the rolls raised the average daily attendance to 140 pupils. The number examined in the senior classes rose from  $\frac{1}{2}$  to  $\frac{2}{3}$  of all presented, and the per-centage of all promotions rose from 60 to nearly 90. The other case I wish to refer to is that of the Carrickbeg Male and Female Schools. The former maintained an average attendance of 33; the latter of about 25, until the manager appointed more efficient teachers. In less than a year the numbers in the boys' school had run up to 95 (the number increasing latterly so much that 150 was not an unusual attendance, I believe), and the girls' school to 45. The improvement was entirely due to improvement in the work done by the teachers. Unfortunately fever broke out in the locality, perhaps in part owing to overcrowding in the school, and among the earliest victims was the teacher of the boys' school, Mr. Denis Hawley, by whose death the Board has lost a most useful and efficient teacher.

I mention these cases merely to show how a good teacher will improve the attendance in his school, not that the efficiency with which these were conducted was exceptional. There are dozens of schools in the district as good as these, and which attract a satisfactory portion of the school-going population. From this it appears to me that well-conducted schools do not require "compulsory attendance;" and, where the schools are not well-conducted, compelling the children to attend will not educate them. Indeed, in such cases, it would be very unfair to compel attendance. A teacher who fails to instruct 40 pupils efficiently is not likely to do better with 60, whether they attend of their own free will, or are brought in by fear of the law. Such teachers fail either because unable to do their work, or because unwilling to exert themselves. The former class should be at once dismissed; the latter also, unless they immediately reform. This would, of course, leave many schools at first without a teacher, but would not seriously interfere with the general education of the country, for it is chiefly from small schools that teachers would be dismissed. Other teachers would soon be found for some of these schools, and in many cases small schools would be amalgamated, or new schools set up in a more central position. In the Clonmel district it is chiefly this class of small schools that is not producing satisfactory results. As stated in my last general report the number of schools around Golden is far too large for the population, and amalgamation of schools as well as improvement of school-houses is urgently required. (On the other hand at Skeheenarinky additional accommodation should be insisted on).

The number of bad schools in the district is not large, not so large as the number of thoroughly good schools, and they are confined to a few parishes. The schools are on the whole more efficiently conducted than in any of the three other districts I have been in charge of; and

of schools which I have examined in seven other districts during the past eight years, only two (Macesquin in District 3, and Castle Iny Male in District 43), would rank with the best in Clonmel.

The Clogheen Union remains contributory, and in it the schools are almost uniformly good, whether owing to good teachers being attracted there by the extra result fees I cannot say, but of course some such result might be expected, especially where a large number of schools present over 100 pupils each for examination. The superior efficiency is not confined to one class of schools, but is general—ordinary town and rural schools, workhouse schools and convent schools all show a satisfactory proportion of good work. There are nine convent schools in the district, all or all but one efficiently conducted. The cause of their efficiency is the same, namely, the employment of an adequate staff of well qualified nuns, not only for general superintendence, but for teaching each class and for training the monitors to do their work properly. At the date of my last general report the Cuber Convent School was not satisfactory, owing to the unavoidable want of the full staff of nuns. As soon as this defect was supplied, steady progress began to be made, and in the last three years the per-centage of promotions rose from 54 to 94—the senior classes being slightly better than the junior, and the proportion of *satisfactory* passes being four-fifths of all obtained. In none of the other convent schools examined did the per-centage of promotions fall below 77, but in one the proportion of *were* passes was too large. For the *schols* district the per-centage of promotions is 84, but the *senior* classes fall below this. Of the total pass-marks obtainable in all obligatory subjects the pupils gained 84 per cent., of which about two-thirds were satisfactory. Thirty (30) per cent. of the pupils examined were in the senior classes, 70 per cent. in third class or lower. These figures will, I believe, be considered sufficient evidence of the creditable state in which most of the teachers leave their schools, and which is mainly due to the zeal and earnestness they display in the performance of their duties. A proper standard of examination in the different subjects of the school programme has been established by the conferences lately held between each head inspector and the district inspectors in his group, which has led to almost absolute uniformity of standard, at least in Mr. Patterson's group (see Appendix to Commissioners' Report for 1881, page 6).

Referring now to the specific subjects of the school programme, I can report that *Reading* is in general fairly correct, but seldom anything more. Excellence is aimed at only in the highest classes of some convent and female schools. The manner in which the poetical pieces are repeated is not yet satisfactory, in part due to the want of thorough explanation before committing them to memory. Explanation of the ordinary prose lessons is still rather feeble, but perhaps too much is expected from such children as attend National schools, especially from the junior pupils. From the seniors more might be expected. If the Fifth and Sixth Books were shortened, so that each book could be read through in one year—the pass for the first year to be for fair reading, with moderate explanation, for the second year for good reading, with satisfactory explanation and knowledge of the subject matters—it would do much to promote attention to explanation. This would also have the great advantage of lessening the excessive sub-division of the pupils at the reading lessons.

In *Writing* fair progress has been made. The Ballylooby Schools still hold the foremost place. The greatest improvement since my last report, has been in the Cashel and Fethard Convents. In most schools

Appendix B.  
Reports on  
State of  
Schools.

Mr.  
Parker.  
Clonmel.

*Appendix D.* Were Foster's books are used; latterly Thom's books have been largely used in the highest classes. In Dranganu Convent, the only school in which the teachers set the copies, the writing is very creditable, and the head-lines are well imitated.

*Reports on  
State of  
Schools.*

*Mr.  
Parson.  
Colonel.*

*Arithmetic* has always been a strong subject in the district, especially since the time of one of my predecessors, who gave great attention to it. The high percentage of promotions proves that the proficiency is still creditable. The addition made to the requirements for Fourth Class in this subject appears to me to render necessary some change in the programme for the junior classes. Mental arithmetic receives moderate attention.

*Spelling* is well taught, and the proficiency is good.

In *Grammar* the answering is worse than in any other subject, still it is perhaps as fair as can be reasonably expected, but not in my opinion of any practical value.

The knowledge of local *Geography* shows fair improvement; this is partly due to the use of blank maps. Physical geography has received more attention latterly, especially as an extra subject, but it is not intelligently taught, and few pupils get pass-marks.

*Agriculture* is now taught in all boys' schools in the district, and *Book-keeping* very commonly both in boys' and girls' schools. The proficiency in both is moderate, and, as in the case of grammar, not of much practical value. I believe shorter "sets" than the Board's 5th and 6th in *Book-keeping* would be more useful—the "sets" to be increased in number in proportion to their shortness.

*Needlework*, so far as plain sewing and knitting are concerned, receives due attention. As result fees for *Agriculture* have been increased, so also ought those for needlework, at least in the two highest classes, the increased fee to be for superior work, such as cutting out and making up some article of dress.

Speaking generally of the foregoing subjects, I think that during the past six years improvement has been made in writing, geography, and needlework, while agriculture and book-keeping have been more widely attended to; and in the other subjects I would fain hope that the pupils' proficiency does not show any falling off during the same period.

Of *Extra subjects* singing and drawing are still very commonly taught, and a good many teachers have got certificates of competency to teach them. The proficiency is for the most part but middling. A considerable number of pupils were presented for examination in algebra and geometry, with fair results. Physical geography, the subject matter of the girls' reading book (domestic economy), and the use of the sewing machine, are more commonly taken up every year. The machines are generally well known; I still think that only half the fee should be paid for a "mere pass." A class of over twenty girls was presented for examination in practical cookery in the Cashel Convent; they acquitted themselves satisfactorily. French is still taught in a few convent schools; and in other schools a couple of pupils were presented for examination in extras not mentioned above. The total examinations in extras in 1879 amounted to 3,493, last year to 3,309—the falling-off being probably due to requiring certificates of competency from the teachers.

The teachers' classification remains nearly the same as it was at the time of my last report. During the three years which have since elapsed, 8 male and 3 female teachers took first-class papers at the annual examinations, of whom 3 male and 3 female were successful. During the same period 9 male and 6 female teachers sought promotion to second

class, of whom 3 and 2 were successful, and 12 male and 5 female candidates came up for classification, of whom 8 and 4 were classed. These changes have been nearly counterbalanced by deaths, resignations and dismissals. Only 3 teachers have as yet gone out on pension; another resigned, but preferred taking the gratuity he was entitled to.

The candidates for classification above referred to were nearly all assistants; for during the six years I was in charge of the Clonmel district there were, I believe, only 5 unclassified persons appointed principal teachers, and 2 of these were in schools that had been in operation for a considerable time before they were put under the Board.

I have not found that the teachers' efficiency in any way depends on their classification, and some in the lowest class are quite as good as any in the highest. Another proof of this is that teachers do not become better as they gain promotion; on the contrary, it is because they are good that they are allowed to seek promotion; and in some cases, having got into a higher class, they cease to have so much inducement to work well and become less efficient. Yet such a teacher would have a better chance than a good low-classed teacher of getting a school if out of employment. For my part I should much prefer seeing the classification of the teachers dependent on their efficiency as schoolkeepers—the qualifications for admission to the Board's service to be slightly raised.

A large staff of monitors is employed in the district. Good candidates can generally be found for the position, who study diligently, and are carefully instructed by their teachers. Managers as a rule do not interfere, but leave the selection to the inspector and teachers, whose interest it is to choose the best scholars. During the last three years 22 male and 63 female second-class monitors presented themselves for examination at the end of their third year of service, and of these 11 and 43 were either classed, or in a few cases retained for two additional years. This result will, I believe, compare favourably with perhaps any district in Ireland, and is a further proof of the satisfactory efficiency of the teachers of the Clonmel district.

A good many teachers have free residences attached to their schools. Four have been recently added under the Teachers' Residences Act, all in the Ardfinane parish. But many more are wanted before this matter can be considered as satisfactorily settled.

The school-houses are for the most part in fair order, but not well furnished. Some managers have at my suggestion made considerable improvement in the houses; in a few cases, however, there has been great neglect of the most necessary repairs. The nuns of the Presentation Order in Carrick-on-Suir have lately built, at great expense, a very fine house for their excellent school.

Before leaving Clonmel district I received a week's help from Mr. O'Sullivan, inspector's assistant, who was most useful to me in the examination of several large schools.

All departments of the Model school continue to do good work. There have been many changes in the teaching staff of the girls' school since the date of my last general report, but it has not suffered in consequence, owing to the efficiency of the very able assistant, who has remained unchanged.

In conclusion, I beg leave to take this opportunity of thanking the managers of the district for the uniform kindness and courtesy with which they treated me.

I have the honour to be, gentlemen, your obedient servant,

A. PURSER.

Appendix  
Reports on  
the State of  
Schools.

Mr.  
Purser.  
Clonmel.

## Appendix B.

Reports on  
State of  
Schools.Mr. Mac-  
namara.  
Killarney.

## MR. MACNAMARA.

Killarney, April, 1883.

GENTLEMEN,—This district, No. 57, extends over the southern half of Kerry from Grovequillagh, near the western boundaries of the Co. Cork, to the Atlantic, a distance of about seventy miles east and west. It extends north and south from the river Kenmare to the river Maun about thirty miles. The country lying west from Killarney is mountainous. It contains the natural beauties of landscape described by Lord Macaulay as superior to any in the British Isles. The frame work consists of chains of barren mountains irregularly linked as they trend to the west. The valleys and open spaces between are generally covered with peat many feet in depth. The quantity of arable land exists in small proportion. The sombre hues largely prevailing of the heather and dark rock are broken by the tints of cultivated patches round the scattered dwellings of the people.

The country to the east of Killarney is of totally different formation. It consists of partially drained uplands growing rushes and ferns profusely, separated by swampy low ground or expanses of primeval bog. The quantity of arable land is considerable and the farms and dwellings are larger than in the mountain region. The farms everywhere seem badly cultivated. Fences and pasturage are much neglected. The dwellings vary from substantially built slated houses to cabins thatched with rushes, heather, or straw, and built of rubble worked with clay. No ornamentation of any kind appears in these buildings except that given to some of them by whitewash and brown paint. The premises are all, it may be said, in rough unsightly condition, disfigured by dung-heaps, mud, and stagnant pools. Many of the houses inside are uncomfortable and carelessly kept. Thorough cleanliness and fair civilized comfort could not I think be found in any of them.

The great bulk of the National school pupils are brought up in these habitations and it must be said that all the surrounding influences of their homes are very unfavourable towards forming habits useful in civilized life.

There are 123 National schools in operation. The greater number are vested in the Commissioners or in Trustees and are commodious and fairly furnished. There are only four unsuitable school-houses in this district and these, it is expected, will be soon superseded by vested buildings. Two superior vested houses, Imelaghpeste and Deriana, were opened during the year.

The local promoters of these much-wanted schools received generous aid from Mr. Vere Foster. It is matter for doubt whether they could have been built without it. The school-rooms are kept in neat, well-arranged order. The wall appendages, such as maps, tablets, Commissioners' rules and other forms, are injured largely by the dampness of the walls. Hence the carefulness of the teachers often fails to secure a bright ornamental aspect of the school-room. In many of the schools arrangement and careful keeping are very satisfactorily maintained and it cannot be said that there is gross negligence in any of them. I have always made as much effort as possible to impress on the teachers the vast importance of observing minutely all the practices necessary to neatness, order, and sightliness in the school-rooms, and of engaging the pupils in them as much as possible. I know of no other agency available for correcting the tasteless notions and practices unhappily acquired by home training.

The houses vested in Commissioners are kept regularly in good repair. Those vested in Trustees are very seldom repaired. It seems to be unfortunate that some scheme has not been devised for repairing them on the same terms as the buildings vested in Commissioners. Many of these useful commodious houses are going to ruin rapidly from inadequate repair. Perhaps if the officer of the Board of Works had to make formal visits to these schools annually to report on the state they were in, the effect might be to induce the trustees to be more active.

*Appendix B.*  
*Reports on*  
*State of*  
*Schools.*  
*Mrs. Mac-*  
*namara.*  
*Kilbroney.*

The teachers throughout the year maintained good supplies of books and school requisites for sale to the pupils. The teachers who show negligence in this important matter of school business are nearly always animated by less zeal for the progress of the pupils than they should be, and exhibit deficiencies in numerous other respects.

The degree of energy with which the teachers have worked must be considered satisfactory. All the evidence coming under my observation leads to this conclusion. I found the teachers hard at work at all my incidental visits. The results of my examinations show in figures that the body of the teachers must have proceeded with energy and system. There is no doubt that when an inspector remains listening to the process of teaching for any considerable time in a school, he will find occasions for criticism. It is not all clear flow of intellect and ardour of study; much eddying or stagnation may appear, better and shorter direction of teaching-power may be possible; but that in the main the amount of mental cultivation is useful, and the degree of attainment on the whole creditable, he will generally discover when he examines the pupils.

When occasion is afforded an inspector for contrasting the work of instruction in National schools with that afforded in costly private schools for children of the better classes, the proficiency in National schools appears most respectable in amount. I dare say the same observation would be found true if the comparison were drawn with English board schools. I entered one recently, in a very casual way, in a central county in England, and found no superiority in any respect, except in the superb character of the building over an Irish National school. The building was very commodious, had two class-rooms, and nice architectural effect. The work went on fairly, but the proficiency in reading and arithmetic appeared inferior to that in an ordinary Kerry National school. The pupils in this school, about one hundred, were nearly all the offspring of labourers or mechanics, were better clad, and seemed better fed than Irish National school pupils, but they seemed less attentive and studious.

The schools are all largely attended. I seldom met less than eighty pupils to examine for results. The number sometimes in ordinary town and rural schools reaches much higher—so high as two hundred. The children are worthy of all praise for their attendance, notwithstanding much difficulty in coming and going. Very many have to walk over rough mountain track, and across wet bogs, and by troublesome passages through fields. The resolution with which they encounter weather of all kinds is marvellous, and the wonder is the greater since they, particularly the girls, are thinly clad and badly protected. I often find boys in corduroy jackets saturated with wet, totally regardless of the fact. It must certainly be admitted that a hardier race of children could not be found. I believe they derive vast benefits from the schools—that they brighten the prospects of the pupils in life, and that the children and their parents are fully satisfied with the benefits obtained.

It appears to me needless to enter into detail as to the quality of the

Appendix B. Reports on State of Schools. proficiency in its several parts,—reading, explanation, writing, arithmetic, grammar, geography, spelling. During the year the fair degree of attainment found hitherto was well maintained.

*Mr. Macdonnell, Bantry.* I find boys and girls eleven years old passing in the first stage of fifth class. When one considers the difficult matter of the fifth book, and the rather extensive character of the programme for this class, it must be concluded that mental effort was not wanted, when pupils so young could pass at their results examination.

I am, gentlemen, your obedient servant,

T. MACNAMARA.

MR. MACDONNELL.

February, 1883.

*Mr. Macdonnell, Bantry.*

GENTLEMEN,—In compliance with your instructions, I have the honour of submitting for the information of the Commissioners my General Report upon the schools of the Bantry District for the past three years.

When my last report was written—March, 1880—the number of schools in the district was:—

Ordinary, . . . . .	104
Convent, . . . . .	3
Poor Law Union, . . . . .	4
Total, . . . . .	111

Since then three new schools have been taken into connexion with the Board, namely—Glanmore, Altar, and Dursey Island.

*Glanmore* contains a comfortable residence for the master, and has seven acres of land attached, rent free. The local funds required for the erection of the buildings were supplied by the noble proprietor, who also gives an endowment to the teacher. The school is a mixed one, having a male principal teacher and a female assistant. The assistant is the master's wife. Both rank in first division of second class.

I examined the school—second examination—for results in June last. The number examined was 88, embracing every class, from infants' to sixth inclusive. The answering was good throughout, and the children were creditably clean and neat in person and in dress.

I met these children three years before, for the first time after the school was opened, when they were just fresh from their native glens and mountains, and I think I have seldom seen so much improvement in appearance, manners, and intelligence in so short a time. I should rejoice to see many schools like *Glanmore*.

*Altar*.—This school is in the parish of Schull, county Cork, and is non-vested. It is situated about midway between the towns of Schull and Goleen, on the public road, and was formerly under the Church Education Society. It has a mixed attendance, with an average of about 50, and is under a male teacher. The house is suitable, in a fair state of repair, and tolerably well supplied with maps and requisites. The master is a skilful teacher, and the school promises to be very successful.

*Dursey Island*.—This island is situated at the south-western extremity of the county Cork, and is separated from the mainland by a deep channel, called Dursey Sound, which is difficult and dangerous to cross in certain states of the weather. A part of the island is barren, but



other parts of it produce light crops of corn and potatoes. The people live principally by fishing. They are a hardy and industrious race, primitive in their manners, and in very poor circumstances. The number of families on the island is 27, and the population about 150.

There was a National school on the island up to the year 1873, when the house was allowed to become so bad that children could not remain in it. I visited the school in 1873, and found that for some time previous only one child had been in attendance. The grant was then withdrawn, and matters remained unchanged until last year, when the house was partially repaired, and an application was made to the Commissioners for a restoration of the grant. The application was acceded to.

On the occasion of my last visit, January, 1882, the school was in charge of Miss Sullivan, who is a native of the island, and who spent a few years as a pupil at the Convent school in Castletown Berehaven.

There were 15 young children present who were sitting on bits of timber which rested on stones. The house was a wretched hovel, built of dry stones, and without any suitable fittings or furniture. It is expected that in the course of a short time a house vested in the Commissioners will be built on the island.

The following changes were made during the past few years in schools already in connexion with the Board:—

*Lissigriffin* School, near Mizen Head, was a mixed one under a male principal teacher and two female assistants. The house was bad in every way, and wretchedly furnished. It could accommodate 68 pupils, while the average attendance sometimes exceeded 140. This house is now superseded by a new building vested in trustees, and containing two separate school-rooms.

*Ardgroom* Male and Female Schools are in the parish of Eyeries, bordering on county Kerry. The houses are very bad, and on very unhealthy sites; and they are so exposed that the roofs are partly stripped once or twice every winter. Grants have been made to build two new houses, to be vested in the Commissioners, to take the place of these bad ones.

*Urban* School is also in the parish of Eyeries. It is a mixed one, under a male principal teacher and a male and a female assistant. The average attendance sometimes exceeds 150. The house is bad in every respect, and the furniture equally bad. A grant has been made to build two separate schools, to be vested in the Commissioners to take the place of this one. The sites for these schools were given by the Right Hon. the Earl of Bantry at a nominal rent.

When these changes are completed there will then be in the District,

44	Schools vested in the Commissioners
5	"    Trustees.
67	"    non-vested.

*Appendix.*  
Reports on  
State of  
Schools.  
Mr. Mac-  
donnell,  
Bantry.

The schools vested in the Commissioners are, in general, suitable buildings, and well fitted up, and they are kept in good repair by the Board of Works. Several of the non-vested schools are also good buildings and well furnished, but there are others of a very unsuitable character. One manager has seventeen non-vested schools, another has eleven, and others have seven or eight. To keep these houses even in a moderate state of repair is no small tax on the time and resources of these gentlemen. The exterior of many of the houses is much neglected, and compares very unfavourably with that of other public buildings in the neighbourhood.

## Appendix B.

Reports on  
State of  
SchoolsMr. Mac-  
donnell.

Bantry.

Every school-house should be enclosed, and have a neat entrance gate; the grounds should be planted with shrubs and flowers, and everything connected with the place should be kept clean. A child brought up at a school of this kind could scarcely fail to bring home with it proper notions of neatness and cleanliness.

The school-houses are now more comfortable than they were a few years ago. Except in a few cases the floors are boarded, and, in general, fires are kept up during the winter. They are also fairly lighted and ventilated, but in a large number of cases there are no out-offices.

The space accommodation is fair, except in the following six cases in which it is very inadequate:—

Dromore, M.,	can accommodate	46	pupils.	Average attendance,	91
Dromore, P.,	"	49	"	"	91
Rossmoreham	"	49	"	"	91
Gurkassa	"	45	"	"	77
Belluskey	"	38	"	"	71
Kealkill	"	76	"	"	135

I am aware that efforts were made by the managers to provide better accommodation in these cases, but owing to the difficulty of getting sites and the want of local means no practical results followed.

No school-house in the district is the property of the teacher, and no teacher pays rent for his school-house.

*Sale stock.*—The supply of sale stock is in general well kept up, and the schools are fairly supplied with maps, tablets, and black-boards. I have seen thermometers in a good many schools, but I have never seen a record kept of the daily temperature.

*Teachers.*—The teachers as a body are devoted to their business, and are zealous and earnest in the discharge of their duties, and I believe the school accounts are honestly kept. Only a small number of teachers were promoted at the annual examinations for some years past, so that the classification is little altered since my last report was written. The answering at the last July examinations was, however, much better than that of previous years, and two classed teachers were promoted and four probationers were classed. Now that so much depends upon classification, it is to be hoped that the teachers will be more successful at the examinations than they have been for some time back. In this district there are no libraries or literary societies of any kind, the domestic arrangements of the teachers are not favourable to study, and they are not allowed to go to the training class, so that under the circumstances a body of highly classed teachers need scarcely be expected. I am still of the opinion that the greatest drawback to the improvement of the teachers, both as regards classification and school-keeping is the want of suitable training.

In a few cases, since my last report, female teachers took the place of males as principals in mixed schools. The schools were of a low type, and the change was an improvement.

The Teachers' Residence Act has not been availed of in this district, and many of the teachers are badly off for residences. Several of them have to walk long distances to their schools, and others have to put up with very inferior accommodation. Only about nine or ten schools have residences attached, and they are for the most part on the estate of the Marquess of Lansdowne.

*Monitors.*—At the annual examination last year a number of monitors acquitted themselves creditably, and obtained class 3. The answering was much better than that of previous years, and was creditable to their teachers. The vacancies in the teaching staff are now almost entirely

filled by monitors, and many of the most earnest and effective young teachers in the district were monitors a few years ago. The new arrangement for the instruction and examination of monitors is producing good results. In cases where the monitor answers creditably at the final examination, I would recommend that a special gratuity should be given to the teacher in addition to the ordinary one.

*Examinations.*—For the past three years I was engaged on special duty in other districts for a portion of the year, and was not able to complete the results examinations in the Bantry district. In the year ending February, 1881, I examined for results 87 schools, with an attendance of 5,548 pupils; average per school 64. In the year ending February, 1882, I examined for results 73 schools with an attendance of 5,847 pupils; average 73. And last year up to October I examined for results 72 schools, with an attendance of 4,538 pupils; average 72.

The general proficiency of the pupils was better last year than in any previous year, and the attendance also was more regular especially in the early part of the year.

The moral tone of the schools is good, order and cleanliness are fairly attended to, and discipline is tolerably well observed. The children are quiet and gentle, and they are treated with great kindness by their teachers, for whom in return they entertain feelings of affection and esteem. Corporal punishment is seldom resorted to. It should never be allowed in female schools.

At the results examinations few of the children who made the required number of attendances were absent on the day of examination. I did not meet with an instance where a child was wilfully absent, but I have seen parents on stormy days carry their children to the schools on the day of examination, and wait till the evening to carry them home again. In general a friendly feeling appears to exist between the parents of the children and the teachers.

The three Convent schools in the district are producing excellent results, and are improving every year. The following extract from my last Results Report on the Kenmare Convent School will show the character of the education afforded by these establishments:—

Average attendance for year, . . . . .	391.6
Number presented for examination, . . . . .	350

#### Classification.—

Infants, . . . . .	116
Class I., . . . . .	52
„ II., . . . . .	31
„ III., . . . . .	31
„ IV., . . . . .	25
„ V., . . . . .	27
„ VI., . . . . .	20
„ VII., . . . . .	48
Total, . . . . .	530

Per-centage of marks obtained, on the first six subjects of the programme, . . . . .	96
--	----

#### Number examined in extra subjects:—

Singing, . . . . .	182
Drawing, . . . . .	38
Book-keeping, . . . . .	17
Girls' Reading Book, . . . . .	30
Piano, . . . . .	4

Altogether there were 46 girls learning the piano.

*Appendix B.*  
Reports on  
State of  
Schools.  
Mr. Mac-  
donnell.  
Bantry.

## Appendix B. CHARACTER OF THE GENERAL INSTRUCTION IN THE ORDINARY SCHOOLS.

Reports on  
State of  
Schools.

Mr. Mac-  
donnell.  
Bantry.

*Reading.*—I had few failures in reading. The children are trained, as far as possible, to read slowly and distinctly, and to pay due attention to the pauses. In many of the schools the character of the reading is good, and in most of the others the children read with a fair degree of intelligence. This, perhaps, is as much as should be expected in a district such as this where a considerable proportion of the children speak Irish in their homes.

The repetition of poetry, if properly attended to, would do much to improve the character of the reading. The plan usually followed in the district is :—The teachers select the pieces the children are to commit to memory, and on the day of the examination every child has the names of the pieces it has learned written on a slip of paper for the inspector. The child is required to name correctly the pieces it has learned, and to repeat any one of them in such a tone of voice as that every word can be heard distinctly by the inspector. Sometimes the child is required to read the pieces it has learned by heart.

The meanings of the words in columns at the heads of the lessons are fairly understood, and the subject-matter of the reading lessons is receiving more attention than formerly. In the advanced classes the pupils underline the difficult words in the reading lessons, and write their meanings on the margin.

*Writing.*—The character of the writing is improving every year, and the written exercises at the examinations are much better than they used to be. The teachers generally select one of the series of copy-books on the Board's list, and keep to that throughout. The black-board is generally used in teaching the junior classes to write and make figures, and the senior classes are required to imitate the headline as closely as possible. In some of the schools the writing of the children in the same class is so much alike that it would be difficult to distinguish one from the other. I generally bring with me, to show to the pupils, specimens of the best writing I meet with in the schools. The writing of the senior classes is sometimes varied by the writing out of bills of parcels, invoices, &c.

*Arithmetic* is well taught in a majority of the schools, and fairly in the others. The junior classes are well instructed in the tables, including the table of division for Third Class, and they have a fair knowledge of notation and numeration. The First and Second Classes generally pass creditably in arithmetic; in Third Class failures sometimes occur in short division and long division, but not so often as in previous years. In Fourth Class the failures are few, as the standard for this class is low, but they are more numerous in Fifth and Sixth Classes. The standard for these classes is high. I think it would be better to have the standard lower, and to require that a greater number of questions should be worked out correctly for a pass, than are required at present.

Mental arithmetic is receiving a fair degree of attention. The children in the junior classes are required to add, subtract, multiply, and divide, mentally, according to their class, and the senior classes are exercised in making out easy accounts. I think such exercises are very useful, and I think also that the rules in mental arithmetic, in the Board's Small Arithmetic, are very interesting and instructive, and should be learned by the senior pupils.

*Spelling.*—The spelling is generally good, and in many cases excellent. I think the results under this heading are as satisfactory as could be expected. The Spelling Book Superseded is not now nearly so much used in our schools as it was some years ago.

*Grammar.*—The text of the grammar is fairly understood, and the senior classes are able to parse with a tolerable degree of accuracy. In a good many schools the proficiency in grammar is fully up to the required standard. The weakest points in the subject, in general, are roots, affixes, prefixes, and letter writing, in the two highest classes. It is only in the best schools that the children are trained to speak correctly. In grammar, as well as in every other subject in the programme, it should be prominently noted that the higher classes should be thoroughly acquainted with the subjects prescribed for the classes below them.

Appendix B  
Reports on  
State of  
Schools.  
Mr. Mac-  
donnell's  
Entry.

*Geography* is better taught than in previous years, and map teaching is receiving increased attention. The classes, including the Second, are able to point out on the map the places mentioned in their reading lessons, and in general, the maps of Europe and of the British Isles, are better known than in previous years. Sometimes, however, I find mistakes, even in the senior classes, as to the comprehension of the terms—Great Britain, British Isles, and British Empire. Most of the pupils in Sixth Class are able to draw out, from memory, an outline map of Ireland with a fair degree of accuracy. They draw the parallels of latitude and the meridians first, and then fill up the squares. This is the proper way. The same pupils have a fair knowledge of the principles of mathematical and physical geography. On the whole, I am very well satisfied with the progress of the schools in geography.

*Book-keeping.*—This subject can be made very useful and instructive when properly taught. To secure a pass the required number of sets, including waste book, journal, and ledger, should be written out with the greatest possible care and neatness; the ruled lines should be all straight, and the figures as well made as possible, and the balances should be written in red ink.

In addition to accuracy, care and neatness are the principal things to be attended to in book-keeping. I require the sets to be well written out, and also a pretty fair knowledge of the subject, but I ask only easy questions. I bring with me, to show to the pupils, a number of sets very neatly written out, which I use as models for the district. In most of the schools the senior classes are presented in book-keeping. Some years ago I had very few passes in the subject, now I have very few failures. I would recommend that three sets should be required for a pass in the first instance, instead of two, as at present.

*Agriculture.*—The proficiency in agriculture was not hitherto satisfactory, but since the Commissioners drew the special attention of managers and teachers to the subject, much more attention has been given to it, and the result is that the answering of the pupils is better than in previous years. The teachers all complain that the text-books are too difficult for children. In some schools the teachers have drawn up agricultural tablets, which contain much valuable matter on the leading points in farm management, and in a style which children can understand. These tablets are suspended on the walls, and the pupils are made well acquainted with their contents. The following are the headings of some of them :—

- "(1). The errors of Irish farming.
- (2). The advantages of draining.
- (3). The advantages of clean cultivation.
- (4). The management of the manure heap.
- (5). The management of the dairy.
- (6). Points to be attended to in making hay."

And others of the same character.

Appendix B.  
Reports on  
State of  
Schools.

Mr. Mac-  
donnell.  
Bantry.

I think such tablets are of great service, and I should like to see a full set drawn up under the guidance of the Commissioners, and distributed amongst the schools.

*Needlework.*—The convents in the district are celebrated for high class needlework, and as the majority of the female teachers were educated at these convents, the general character of the needlework throughout the district is of a high order. I have seen at the ordinary schools, stockings, gloves, mufflers, shawls, quilts, shirts, chair and sofa covers, patchwork of various kinds, crochet work, and lace, executed in a very superior style. In several schools the girls have neat work-bags for materials and specimens, and it is expected that they will always keep in them a clean handkerchief. The appearance of the girls as regards cleanliness and neatness, is improving every year. At the results examinations a girl with a torn or soiled pinafore is seldom met with.

Most of the female schools have sewing machines, and a considerable number of the girls are able to work them quite well.

The test for a pass is to take out the shuttle, unwind and wind the bobbin and put it into the shuttle; take out and put in the needle and thread it, and then sew a straight seam with a long stitch, and one with a short stitch.

The payment for results in the sewing machine is sometimes very disappointing to teachers who have not previously made certain that their pupils would pass in the ordinary subjects of instruction. The following is a case in point:—A very active mistress paid £6 for a sewing machine, and at the results examination a large number of her girls passed creditably upon it. On making up the examination papers, however, it was found that very few of these girls passed in arithmetic, so that the payment to the mistress for the sewing machine was only a trifle after all her expense and trouble.

*Geometry and Algebra.*—In thirty-eight schools a number of boys are learning geometry and algebra, and in several of the best of these the results are tolerably good. In the first year especially an effort is made to lay a proper foundation in geometry. The pupils are required to have a fair knowledge of the definitions, and to be able to demonstrate, correctly, any of the easy propositions in the programme. In some of the schools the pupils use a scale and compass in drawing out the diagrams. This should be done in every school. The mensuration part of the programme is tolerably well known, but it loses much of its value from the want of instruction in practical measurements of any kind. I have not seen a surveyor's chain or a tape-line in any of the schools. The standard for the third year in geometry is high, and the passes in it are few. On the whole I think that geometry and algebra are better taught than in previous years, but the number learning these branches is not increasing.

*Conclusion.*—I had charge of the Bantry District from the beginning of 1871 to October, 1882, and I shall always look back with pleasure to the cordial relations which invariably existed between myself and the managers and teachers. The schools are all doing good work, the teachers are honest and faithful in the discharge of their duties, and the managers are friendly to the system which they know has produced incalculable benefits to the country. Altogether the state of primary education in the district is decidedly healthy and progressive.

I have the honour to be, gentlemen, your obedient servant,

J. MACDONNELL, Dist. Inspct., N. S.

The Secretaries.

## MR. JOHN BROWNE.

Cork, March, 1883.

GENTLEMEN,—In compliance with your instructions, I have to submit the following general report on the schools of this district.

These may be classed as—

- 3 District Model.  
 1 " Model Agricultural.  
 11 Convent and Monastic.  
 3 Poor Law Union.  
 3 Industrial—under the Act.  
 87 Ordinary: of which four are building ones.

106

Appendix B.

Reports on  
State of  
Schools.Mr.  
J. Browne  
Cork.

The aggregate average attendance at these was, per last report, 11,554; and the number examined for results, 10,902. There is accommodation in these schools, making the usual allowance of eight square feet for each pupil, for an attendance of 15,337. This would be ample for any season of the year, but, unfortunately, the space is largest where it is least required. There are still a few cases in which the rooms are overcrowded; but I hope soon to see some of these enlarged and others replaced by new vested ones. Several managers have expressed their intention to erect such, as soon as they can raise the necessary local funds, and procure suitable sites. As a rule the houses are kept in a fair state of repair. Two double schoolhouses are in course of erection, one in Ballinlough, near Cork, the other at Walterstown, near East Ferry. These will accommodate over 400 children, and will supersede the use of the two worst schoolhouses in the district. The Carrigtowhill schools have, during the past year, been so enlarged as to give additional space for 50 pupils in each. On the whole the schoolrooms are fairly furnished, and otherwise suited for school purposes. But some teachers show a great want of thought as regards their own and their pupils' comfort in neglecting to make their schoolrooms more attractive. Many ill clad children would be attracted from comfortless homes were they sure of finding a good fire in their schoolrooms every cold morning.

The principal teachers of the schools paid by salary may be classed, thus:—

Class.	No.	Trained.	State of School.		
			Good.	Fair.	Bad.
I., . . .	6	6	4	2	—
II., . . .	16	14	13	2	1
III., . . .	36	12	21	13	3
IV., . . .	33	4	6	17	10
Totals,	91	36	44	33	14

Of the schools under trained teachers, two are classed as bad; but as these men never had either aptitude for their work, nor even ordinary common sense, no training could make them efficient teachers. In addition to the schools classed as good there are three convent schools that should take a high place for the very efficient manner in which they are conducted. The teachers of the good schools have nearly all been trained for their work either in Dublin or as pupil teachers and monitors, under efficient and skilful teachers. Hence they know their work and how to do it effectively. Long habit, natural or acquired energy, and high principle, make them "earnest in business" and efficient school-keepers. Of the schools inefficiently conducted, the average daily atten-

G

Appendix B.  
Reports on  
State of  
Schools.

Mrs.  
J. Browne.  
Cork.

dance is 3,400. The great defect in these cases is want of skill on the part of their teachers. Most of them have had no preparatory training for their work, and they appear to have a very inadequate conception of their duties and responsibilities. Many years ago the Edgeworths wrote—"A pupil who is properly instructed, with the same quantity of attention, learns, perhaps, a hundred times as much, in the same time, as he could acquire under the tuition of a learned preceptor ignorant of the art of teaching." It is not so much learned as skilful preceptors that are wanted. It is to be hoped that a provision will soon be made for the training of all young teachers, so that unskilled people will no longer be employed to do a work requiring exceptional intelligence, aptitude, and technical training. Among the skilled teachers of this district is one trained by the Kildare-street Society. It is, I consider, a matter of little consequence where the training has been given, provided it is adequate for the teacher's future work.

Of the schools under my charge, 21 are infant departments, with an average attendance of over 2,000 pupils. I have no doubt that, even in the worst of these, a good work is done, yet I would hesitate to aver that more than three or four of them are conducted as such schools ought to be. However necessary a proper training may be in the case of the teacher of an ordinary, it is still more so in that of the teacher of an infant school. Here there is more play for the moulding of the pupils' minds, for the cultivation of the affections, and for the formation of right principles and habits. The "Object Lesson," though not peculiar to, should be an essential feature in every infant school. Yet I very seldom find that such lessons have been specially studied by the teacher, or even superficially taught to the children. Yet no costly cabinet is required to supply suitable objects. The commoner these are the better, provided the teacher is capable of making the instruction regarding them edifying and attractive. To do this previous study and a careful preparation of "Notes of Lessons" will be required. The infant teacher must ever have before her mind the question, "How shall I present the instruction I have to give on this subject so as to rivet the attention of my class, and combine information with amusement?" A few Natural History prints, some bits of cloth, silk, glass, coal, bread, the commoner seeds, &c., all form suitable subjects for gallery lessons. The few songs sung, which are nearly the same in all the schools of this class, are seldom either instructive or amusing. Indeed, I consider that a selection of songs suitable for infant schools is still an unsupplied want.

The monitorial system has, I fear, become too extended, and the efficiency of the schools has not been increased thereby. I know that, when carefully selected, and judiciously employed, monitors are very useful aids in working a large school, and from them most of our best teachers are drawn; but the supply of young people, suitable and anxious for the work, is frequently very limited. Hence others deficient in capacity and aptitude have to be appointed. This is especially the case in regard to males in large towns, where more remunerative employment for fairly educated lads can easily be obtained. The three best schools for boys in this district have no monitors—the teachers, earnest, first-class men, looking upon the services of the young people available for their schools as of very little value. In the case, too, of a teacher prone to do his work in a perfunctory manner—and I have occasionally met such—there is a great temptation to delegate his duties to his monitors, and to spend his time meanwhile as a mere "shop-walker" or in idle gossip. Of late years much has been done to secure due attention to the education of these young people. Their programme has been drawn up



with a view to their technical training. This is as it should be, and I believe good results will follow; but there is, in many cases, a difficulty on the part of the inspector to comply with the requirements. The time at a results examination is too limited to allow so much for class teaching, where there are several monitors, as to enable a correct judgment to be formed of the method, skill, and temper of each. It is to be regretted that time, at least in this district, cannot be spared for a secondary inspection of each school, as this would be the best for observing the monitor's method of teaching, and his bearing towards his pupils. Notes of these could in each case be then taken and preserved for the examination docket, which must be furnished at the close of each year of monitor's service. I should like to see Dr. Joyce's Manual of Method, &c., in the hands of every monitor; as I have known cases of untrained teachers acquiring skill and dexterity in the handling of their schools, and who have, in other respects, become efficient and successful teachers, from a careful study of this valuable book. Notes of lessons should, I think, be drawn up at least once a week, as one of the monitor's exercises. These should be all written in a book kept for the purpose, and carefully preserved for future use. That a teacher, with a well-stored mind, who has carefully studied his subject, will teach a lesson better without such "Notes," is no argument against their use by a monitor. In the latter case they are evidence to his teacher and inspector that he has made some preparation for his work, done something towards storing his mind for more effective teaching in the future.

In the classification of teachers and monitors, I regret that more prominence and value are not given to reading as such. This, to some extent, accounts for the tasteless and inexpressive reading to be met with in many schools. Where a teacher considers style in reading as of no importance, he seldom reads by way of example to his pupils; and in a few such cases I have observed that, when he has been called upon to do so, the model was rarely worthy of imitation. The results system, and exclusively written examinations for classification, have extruded such works as *The Literary Class Book* and *The Art of Reading* from our schools, and even in many cases from the teacher's library. The poetical and other pieces, prepared for the results examination, are frequently repeated in the most unintelligible manner, without the slightest regard to the sense. In such cases I generally find that the pupil selects his own pieces, and commits them to memory after his own taste. I have endeavoured to impress on the teachers that the choice of the pieces for each class must be made—at the beginning of the results year—by them; that they must see that the selections are accurately committed, clearly and deliberately recited; and that every line and allusion are carefully explained. When this course is followed, the results are eminently satisfactory. As a rule explanation is very much neglected, and I do not expect to see proper attention given to it until a separate "pass" fee be allowed for it.

I am glad to be able to report that much time and attention are given by the managers and teachers of the several schools to religious instruction. I have not in a single instance, heard any manager complain of want of facilities—as afforded by the Board's Regulations, &c.—for this, the most important part of the education of the rising generation. Indeed all denominations seem to be becoming more and more impressed with how little in one way and how much in another mere secular knowledge will do for our country. Hence the feeling in favour of religious education—of educating the heart and conscience—is extending and deepening from day to day. It is not easy to estimate the effects

*Appendix B.*  
Reports on  
State of  
Schools.  
Mr.  
J. Browne  
Cork.

Appendix B.

Reports on  
State of  
Schools.Mr.  
J. Brown

Cork.

of the religious and moral instruction given in our schools in every case. I am convinced that the teachers, as a body, will compare favourably with that of any other in the community, as sober, decent, God-fearing men and women. They have varied, difficult, and responsible duties to perform; and "according to their lights" they discharge them honestly in many cases most efficiently. They have many opportunities and temptations to so falsify their accounts as would put money in their pockets, and yet, the cases in which they yield to these are few and far between. One of the best means an inspector can have for forming a correct opinion on this point, is the conduct of the teachers and children at a results examination. As a rule, I have seldom occasion to complain of either. The inspector in this case has to carry on a dual work—to examine one class orally, and, at the same time, to observe the monitors and other classes at their written exercises. Opportunities are thus afforded for dishonest practices, which, in spite of the utmost vigilance on the part of the inspector, would occasionally be successful in securing a "pass," were the delinquents not restrained and reprimanded by their teacher. In a few cases, however, I have detected prompting and copying to such an extent as to call for severe reprehension. As these are confined to a few schools, I fear their teachers, if they do not encourage the misconduct, wink at and are willing to profit by it.

The usefulness of a few schools in this district is much impaired by being in charge of young married women. I am well aware that there are some good schools under such teachers, but generally speaking this is not the case. It is, I believe, impossible for these women to discharge their home and school duties effectively; and in several cases that I know, the mortality of their own children is very great indeed. It is difficult to interfere with vested rights; and in many cases it would not be expedient to do so; yet I would, in the interests of the pupils, which ought to be paramount, recommend that, in future not more than one married female teacher be employed in the same school. There are at present, in this district, several cases in which there are two, and in one case, three such teachers in the same school, in every instance to the serious loss of the children. The arguments in favour of my suggestion are so obvious that I need not state them here.

I am sorry to find so few candidates offer themselves every year for promotion to a higher class. During the past seven years only one male teacher has, in this district, succeeded in obtaining first class. There appears to be a feeling prevalent among the whole body "that there is no use in wasting time in studying for an examination, since some obstacle will certainly occur to bar the path to promotion." I have been told, too, "that it does seem strange and inconsistent that a pupil teacher or monitor, who goes to training, though he has never had charge of a school, may at the end of a year, obtain first class provisionally, while the teacher who has been doing 'yeoman service' for years, but who is restricted by his manager from going to the training school, will not be allowed to compete for the same rank, unless his school be in every respect satisfactory." Very few teachers, unless those of peculiarly studious habits, have either the nerve or energy to prepare for, and pass an examination successfully after they reach the age of thirty. Hence I think they should be encouraged to push forward for the "blue ribbon" of the profession as early as possible, so that they may give their riper years unreservedly and without distraction to the great business of their lives. In other words, I would recommend that every teacher who chooses to compete for promotion be allowed to do so; but that, if successful, his class be granted provisionally,—that his certificate

and class salary be withheld until both district and head inspector certify that the state of such teacher's school is such as to justify the promotion, and warrant payment of the higher salary. I think too, that such provisional classification should not be forfeited so long as the teacher remains in the service—so that he may, at any time, secure the higher salary by efficient and successful work done in his school.

I have the honour to be, gentlemen,

Your very obedient servant,

JOHN BROWNE, District Inspector.

To the Secretaries.

### MR. CARROLL

Albert Institution, Glasnevin, February, 1883.

GENTLEMEN,—I beg to submit report on the Agricultural Department for the year ended 31st December, 1882.

*Albert Agricultural Training Institution.*—During the year there were at this Institution two Sessions for Agricultural Pupils; the first from 10th January to 10th May, attended by 17 paying and 25 free pupils; the second from 21st August to 21st December, attended by 19 paying and 25 free pupils. There were given also two Sessions for teachers of National schools; the first from 15th May to 24th June, attended by 44 teachers; the second from 3rd July to 12th August, attended by 26 teachers.

At each of the Agricultural Pupils' Sessions, courses of lectures were given by Dr. Cameron on Agricultural Chemistry and Geology, by Dr. E. Percival Wright on Natural History, Vegetable Physiology, and Botany, and by Captain Russell, A.V.D., on Veterinary Science and the Diseases of Farm Animals. Lectures on the Theory and Practice of Agriculture and Horticulture were given by the staff of the Institution. At the Sessions for teachers of National schools, Dr. Cameron and Dr. Wright delivered lectures in the subjects mentioned above. The teachers were more especially engaged in studying practical farming with the view of qualifying themselves for a more intelligent teaching of the subject in their respective schools.

The conduct of the pupils and teachers during the Sessions has been uniformly good, and their attention generally to their studies has been most satisfactory.

During the year under notice agricultural experiments of interest have been carried out at this farm—

1. In the growth of potatoes and raising new varieties from the seed of the apple. I had the honour of submitting to the Commissioners of National Education a report on these experiments which was presented to Parliament in obedience to an order of the House of Commons.

2. Experiments on the preservation of fodder by a system known as Ensilage. I have also reported specially on this for the information of the Commissioners.

3. An experiment upon the drying of hay by what is known in England as the Neilson Exhaust Fan Hay-drying System. This I have not reported upon, as I considered a more exhaustive trial necessary to test fully the merits of the system if any exist. I may say I am inclined to think the system will not accomplish all that its supporters expect.

4. The experiments on manures on grass land, similar to the Rothamsted celebrated experiments, are continued.

5. An experiment to test the effects of a variety of feeding substances

*Appendix B.*  
Reports on  
State of  
Schools.  
Afr.  
J. Browne.  
Cork.

Report on  
the Agricultural  
Department.  
Mr.  
Carroll.

## Appendix B.

Report on  
the Agricultural  
Department.

Mr.  
Curroll

given to sheep in changing the character of the grasses in pasture lands. This interesting experiment will take some time to arrive at completion.

The financial results of the farming for the year ended March 31st, 1882, were most satisfactory. It is, of course, understood that the milk-selling is the chief source of profit at this farm. We have been fortunate in having the stock in a healthy condition during the year.

In consequence of an increasing desire for a large breed of white pigs in this country, and believing that encouragement to this desire would be useful, we have introduced from England some breeding animals from one of the most noted herds. I cannot say I am thoroughly satisfied with the progeny of the imported animals, not having obtained that uniformity of size which would show that the type sought for had been fixed in the breed. I am of opinion that considerably more care is necessary in the breeding of swine, and that a little more enthusiasm with careful selection are necessary to produce a class of animals suited to the requirements of this country.

*Munster Agricultural and Dairy School.*—During the year this school has made satisfactory progress. There were two Sessions of six weeks each for dairy instruction to female pupils, the first commencing January 2nd, at which 21 pupils attended; the second commencing July 3rd, attended by 16 pupils. At the Sessions for male pupils in agriculture 11 attended the first Session from March 1st to June 30th, and eight attended the second Session from August 21st to December 20th. Evidences of the usefulness of this school are abundant. At the International Dairy Show, which was held in Dublin last October, and at the show of the County Cork Agricultural Society, a very large number of prizes were taken by pupils of the school. The testimony of the merchants and inspectors of the Cork Butter Exchange, given in public, as to the improvement in butter noticeable in the market through the teaching of the school should be satisfactory to the Commissioners, the local committee, and the patrons of the school.

I have been informed that during the past year subscriptions to the amount of £369 19s. have been raised, out of which the Committee have paid for chemical and veterinary lectures, prizes to pupils, fee to superintendent, &c., &c., £266 2s. 6d. The Committee have also paid the rent, as arranged, for the house taken in Cork for the use of the pupil-teachers of the Cork Model Schools who were obliged to vacate the farm premises when the dairy school was established.

As the number of agricultural pupils continues small, and as it appears there is a growing desire on the part of farmers and others to avail themselves of the dairy school for their daughters, the local committee are considering the advisability of increasing the facilities for dairy instruction, and I understand a proposition having this object in view may be submitted to your Board.

A committee of ladies has continued to encourage the teaching of cookery and plain needlework, the foundation of which was so carefully and thoroughly laid. The pupils appear to take considerable interest in this department, and I feel thoroughly satisfied of its usefulness.

Experiments on the growth of potatoes were carried out on the farm. Dr. Sullivan, President of the Queen's College, Cork, and the superintendent Mr. Smyth, are engaged on a report of these. It will be duly submitted. Experiments in dairy work and calf-rearing were also carried out.

At the show of the Cork Agricultural Society, held at Cork last July, a working dairy was put into operation by the society. Mr. Smyth, the superintendent of the school, carried out the details and gave lectures

during the exhibition. Some of the early pupils of the school very kindly gave their services in illustrating the improved modern systems of butter-making. This part of the exhibition was most interesting, and attracted, during the show, a large amount of inquiry from farmers and their families.

*Ordinary Agricultural Schools.*—There were, on the 31st December, 1882, seventy-four ordinary agricultural schools and twenty school-gardens. I have, during the year ended 28th February, examined seventy-one agricultural schools for results fees, and made also incidental visits to sixty-three schools. Of the seventy-one schools examined there were enrolled in the classes in which agriculture is taught 1,692 pupils. Of these the number qualified for examination by attendance was 1,112. There were 964 examined and 709 passed, earning for the teachers £264 15s. 6d. The fees granted to teachers for the practical management of their farms amounted to £283 7s., being on an average £4 1s. 4d. per school examined, the amount which it was possible to earn being £5 per school.

As regards the teaching of agriculture in these ordinary agricultural schools, I am, on the whole, fairly satisfied with the results. There are several matters connected with the system of teaching, attention to which will conduce to greater success. I have endeavoured to impress upon the teachers that agriculture may be taught upon a system so as not to interfere with the literary teaching. I am pleased to note that the literary inspectors who have examined these agricultural schools report generally that agricultural teaching does not unduly interfere with literary teaching. I have remarked that where I found the highest results from agricultural examinations the teachers had earned correspondingly high results in literary subjects, proving that where poor literary results are found in agricultural schools the men rather than the system are at fault.

I am not quite satisfied with the system of management adopted on the farms attached to agricultural schools. I feel convinced that these farms might be made very serviceable, and that their encouragement deserves the attention of the Commissioners.

I should very much like to see an extension of the system of school-gardens, as the training and examples of good cultivation at these schools must be of great advantage to the pupils.

The question of teaching the practical working of improved implements and tools is engaging my attention, and also the advisability of offering prizes for dexterity in the use of such on the farms and gardens of agricultural schools. There can be little doubt that the encouragement of industrial training would be useful, and that many parts of Ireland would be much benefited by the introduction of improved farm implements. To anyone acquainted with the systems of farm labour on both sides of the Channel, it is evident that the introduction of improved farm implements would be beneficial to this country, and that the economy of labour resulting therefrom would be very considerable.

*Examination of Teachers in Agriculture.*—The questions set for the July Examinations will be found in the Appendix to the Commissioners' Report.

One thousand and twenty-eight teachers sent up papers. The following is an analysis of the results of their examination:—

	Candidates.
Obtained an average number of marks below 40 per cent. there were	442
Obtained between 40 and 60 per cent.,	311
Making 60 per cent. and over,	273
Total,	1,026

Appendix B.  
Report on the Agricultural Department.

Mr. Curroll.

Appendix B.  
Report on  
the Agricultural  
Department.

—  
Mr.  
Carroll.

This cannot be considered a satisfactory return, and although the proficiency of the teachers examined in the higher class was good, there should have been a higher standard of agricultural knowledge in the lower class; and, as agriculture is a compulsory subject in all National schools, it is to be hoped that schoolmasters will qualify themselves for its intelligent teaching.

*The Future.*—The question of agricultural education is now engaging a large amount of attention, and the necessity for instruction in the great industry of farming is every day more fully realised. As to how this knowledge can be best imparted, is a subject deserving the earnest attention of those responsible for the education of the people. A great deal of valuable time may be lost to teachers and pupils, if an intelligent system of instruction is not carried out. A thoroughly intelligent system of agricultural training does not stop at the point of educating farmers only, and it must be apparent to the most casual observer that a man who has received a good agricultural education may bring much knowledge to aid him in an avocation in no manner related to agriculture. A schoolmaster qualifying himself to teach agriculture efficiently will of necessity acquire much knowledge that will be of service in other branches of education; in fine, I may say agricultural instruction will do much towards helping on technical education generally.

The Commissioners of National Education have done much to promote agricultural education in Ireland, and a machinery now exists from which good results should be expected. In order to secure the best results it is absolutely necessary that great attention be paid to seeing that masters qualify themselves for the teaching of agriculture, and the Commissioners will do well in providing all possible means to this end. The system of teaching agriculture in schools, so as to reach the highest efficiency is receiving my earnest attention. I may say I have arrived at the conclusion that the teaching of principles in agriculture is more likely to be beneficial than will be the attempt to teach the practice alone. Principles will direct practice. In consequence of varying circumstances, a knowledge of practice is not always followed by corresponding advantage. Correct principles once acquired are likely to remain with their possessor. It is difficult to impart such an extensive knowledge of practice as will meet all the cases of the profession of farming. I notice that several of the district inspectors in their reports allude to the desirability of teaching principles in agriculture.

An experiment that will be watched with interest is being carried out at the Enniskillen Model School. There are at this school seven pupil-teachers. Attached to the school is a large garden in which are set apart plots of ground to be cultivated by the pupil-teachers. These young men do the labour, and provide the necessary seed and manure for the cultivation of the plots. They receive the profits of the produce. The head-master, Mr. Morris, has entered heartily into the plan, and I believe the practical experience gained by these pupil-teachers will be of service to them in the future.

I am, gentlemen, your obedient servant,

THOS. CARROLL,

Superintendent Agricultural Department,  
National Education.

The Secretaries, Education Office, Dublin.

## APPENDIX C.

LITERARY CLASSIFICATION of the 678,970 PUPILS who attended School once or oftener within the last Fourteen Days (Fortnight) of the Month immediately preceding the Results Examination.

PROVINCE AND COUNTRY.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	TOTAL.
<b>ULSTER.</b>									
Antrim, . . .	15,679	16,602	8,197	6,880	5,214	3,709	1,965	2,047	54,333
Armagh, . . .	5,880	4,069	2,871	2,333	1,833	1,312	694	857	19,869
Cavan, . . .	4,992	4,547	2,897	2,455	1,827	1,249	635	716	19,318
Donegal, . . .	6,881	6,121	4,350	3,181	2,184	1,430	734	803	25,694
Down, . . .	9,840	6,571	5,108	4,604	3,305	2,368	1,344	1,314	34,354
Fermanagh, . .	2,787	2,321	1,688	1,247	1,088	763	409	436	10,636
Londonderry, .	5,696	3,800	2,850	2,454	1,898	1,450	767	967	19,652
Monaghan, . .	3,281	2,910	2,070	1,612	1,340	964	530	665	18,578
Tyrone, . . .	6,481	5,180	3,837	3,064	2,312	1,610	823	989	24,265
<b>Total, . . .</b>	<b>61,467</b>	<b>46,141</b>	<b>33,874</b>	<b>27,980</b>	<b>21,001</b>	<b>14,923</b>	<b>7,901</b>	<b>8,654</b>	<b>222,141</b>
<b>MUNSTER.</b>									
Clare, . . .	4,726	4,891	3,497	2,892	2,233	1,675	905	1,082	21,901
Cork, . . .	18,927	15,811	11,026	9,819	7,568	5,978	3,446	3,951	76,526
Kerry, . . .	7,080	8,078	5,215	4,504	3,530	2,856	1,644	2,150	35,648
Limerick, . . .	6,494	5,001	3,816	3,291	2,808	2,237	1,281	1,698	27,220
Tipperary, . .	6,864	5,604	4,409	3,690	2,832	2,279	1,214	1,283	27,864
Waterford, . .	3,528	2,723	1,900	1,576	1,005	789	411	399	12,331
<b>Total, . . .</b>	<b>47,999</b>	<b>42,796</b>	<b>29,883</b>	<b>25,691</b>	<b>19,970</b>	<b>15,816</b>	<b>8,901</b>	<b>10,572</b>	<b>201,610</b>
<b>LEINSTER.</b>									
Carlow, . . .	1,422	1,447	918	788	592	420	216	280	6,093
Dublin, . . .	11,816	7,228	4,796	3,679	2,625	1,643	824	908	33,519
Kildare, . . .	2,184	1,880	1,240	1,007	699	467	243	271	8,081
Kilkenny, . . .	3,585	2,635	2,038	1,661	1,340	1,029	583	629	13,772
King's, . . .	2,325	2,100	1,355	1,108	814	525	257	225	8,704
Longford, . . .	2,199	2,037	1,847	1,071	795	485	274	218	8,406
Louth, . . .	2,477	2,191	1,399	1,023	894	529	303	281	8,927
Meath, . . .	3,296	2,698	1,939	1,555	1,094	861	428	463	12,349
Queen's, . . .	2,125	2,128	1,521	1,173	820	688	269	233	8,918
Westmeath, . .	2,481	2,213	1,414	1,224	910	632	270	296	8,442
Wexford, . . .	3,577	3,118	1,983	1,538	1,080	653	351	304	12,597
Wicklow, . . .	1,841	2,027	1,176	979	680	530	221	244	7,698
<b>Total, . . .</b>	<b>39,398</b>	<b>31,747</b>	<b>21,028</b>	<b>17,091</b>	<b>12,281</b>	<b>8,382</b>	<b>4,234</b>	<b>4,347</b>	<b>133,506</b>
<b>CONNAUGHT.</b>									
Galway, . . .	7,169	8,277	5,007	3,793	2,645	1,693	759	740	30,032
Leitrim, . . .	8,828	8,183	2,407	2,114	1,002	1,173	563	504	15,376
Mayo, . . .	7,662	2,240	5,784	4,352	2,735	1,787	823	837	33,290
Roscommon, . .	4,774	4,585	3,295	2,850	2,153	1,330	777	876	20,781
Sligo, . . .	3,731	8,915	2,825	2,304	1,764	1,295	698	751	17,284
<b>Total, . . .</b>	<b>27,164</b>	<b>29,200</b>	<b>19,260</b>	<b>15,412</b>	<b>10,899</b>	<b>7,448</b>	<b>3,622</b>	<b>3,708</b>	<b>116,713</b>
<b>ULSTER, . . .</b>	<b>61,467</b>	<b>46,141</b>	<b>33,874</b>	<b>27,980</b>	<b>21,001</b>	<b>14,923</b>	<b>7,901</b>	<b>8,654</b>	<b>222,141</b>
<b>MUNSTER, . .</b>	<b>47,999</b>	<b>42,796</b>	<b>29,883</b>	<b>25,691</b>	<b>19,970</b>	<b>15,816</b>	<b>8,901</b>	<b>10,572</b>	<b>201,610</b>
<b>LEINSTER, . .</b>	<b>39,398</b>	<b>31,747</b>	<b>21,028</b>	<b>17,091</b>	<b>12,281</b>	<b>8,382</b>	<b>4,234</b>	<b>4,347</b>	<b>133,506</b>
<b>CONNAUGHT, .</b>	<b>27,164</b>	<b>29,200</b>	<b>19,260</b>	<b>15,412</b>	<b>10,899</b>	<b>7,448</b>	<b>3,622</b>	<b>3,708</b>	<b>116,713</b>
<b>Grand Total, .</b>	<b>176,028</b>	<b>149,886</b>	<b>104,023</b>	<b>86,174</b>	<b>64,151</b>	<b>46,569</b>	<b>24,858</b>	<b>27,481</b>	<b>678,970</b>
<b>Per-centage, .</b>	<b>25.9</b>	<b>29.1</b>	<b>15.3</b>	<b>12.7</b>	<b>9.4</b>	<b>8.0</b>	<b>3.6</b>	<b>4.1</b>	
<b>Per-centage, .</b>	<b>25.9</b>	<b>50.1</b>			<b>24.0</b>				

## APPENDIX D.

TABLE No. 1.—Classification of 7,302 National Schools, in 60 School Districts, in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny, . . .	46	20	13	59	72	44	30	51	60	29	146
2. Derry, . . .	60	40	15	14	92	40	7	92	43	3	137
3. Coleraine, . . .	66	30	11	25	71	40	29	184	31	5	140
4. Ballymena, . . .	30	51	7	30	56	79	-	80	55	-	133
5. Donagh, . . .	43	30	10	50	70	55	10	50	73	12	135
6. Strabane, . . .	63	21	-	52	61	47	8	64	52	-	136
7. Maghara, . . .	57	20	6	21	61	47	10	92	51	3	146
7A. Cookstown, . . .	56	51	3	24	50	49	4	69	69	4	133
8. Belfast, North, . . .	50	57	2	-	60	26	3	65	21	3	108
8A. Carrickfergus, . . .	63	35	2	15	57	30	-	81	36	-	117
9. Belfast, South, . . .	66	34	-	-	63	35	-	70	30	-	100
10. Newtownards, . . .	47	47	15	4	79	36	7	77	35	1	113
11. Lurgan, . . .	49	45	15	7	95	26	1	81	35	-	116
12. Sligo, . . .	24	42	6	56	51	75	2	61	66	1	123
13. Baniskillen, . . .	33	4	1	47	121	20	4	130	16	-	145
14. Omagh, . . .	77	14	8	39	100	27	3	56	39	3	168
15. Dungannon, . . .	23	55	30	16	64	32	7	60	54	9	123
16. Armagh, . . .	83	13	5	14	113	6	-	111	10	-	121
17. Downpatrick, . . .	55	50	7	15	65	29	3	113	14	-	127
18. Monaghan, . . .	50	31	-	35	84	41	-	83	42	-	125
19. Newry, . . .	32	32	40	20	60	32	30	40	80	12	132
20. Bellina, . . .	47	7	1	67	60	35	7	77	40	5	122
21. Ballaghaderreen, . . .	32	24	7	32	70	37	-	98	17	-	115
22. Boyle, . . .	25	19	12	60	50	53	13	48	50	18	116
23. Cavan,* . . .	-	-	-	-	-	-	-	-	-	-	-
24. Belliskere, . . .	28	37	11	59	71	40	24	61	66	8	135
25. Dendalk, . . .	80	19	7	17	99	21	3	56	24	-	123
26. Westport, . . .	62	21	18	88	76	39	14	73	50	6	129
27. Roscammon,† . . .	-	-	-	-	-	-	-	-	-	-	-
28. Longford, . . .	35	28	9	57	55	54	20	53	64	12	129
29. Trim, . . .	77	20	8	17	66	25	11	59	23	-	122
30. Dublin, North, 1 . . .	52	51	5	5	70	45	3	85	32	-	117
31. Ballinamore, . . .	21	13	6	89	53	61	25	65	42	2	130
32. Tern, . . .	70	12	4	51	64	30	23	113	23	1	137
33. Mullingar, . . .	79	21	4	23	91	31	5	71	52	4	127

\*Inspector unable to supply information.

†No return. Inspector ill.



TABLE NO. 1.—Classification of 7,302 National Schools, in 60 School Districts, in regard to cleanliness of (A.) Out-Offices, (B.) School-rooms, and (C.) Children—continued.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
34. Galway, . . .	57	13	11	36	101	13	2	103	13	-	116
35. Ballinasloe, . .	49	33	17	30	74	44	11	57	51	21	129
36. Parsonstown, . .	30	19	5	41	97	25	3	101	23	1	123
37. Dublin, South, 1,	49	40	20	5	93	10	2	49	30	33	105
38. Dublin, North, 2,	72	35	2	1	76	25	9	73	23	9	110
39. Listowel, . . .	74	15	5	15	80	29	-	83	26	-	109
40. Dublin, South, 2,	84	30	9	22	08	31	6	35	36	4	125
41. Portlannington, .	60	40	7	28	80	50	5	65	65	4	135
42. Gore, . . .	70	22	2	23	66	38	13	50	34	13	117
43. Templemore, . .	35	30	6	47	73	45	-	81	37	-	118
44. Athy, . . .	84	20	-	24	113	10	-	129	8	-	128
45. Ennis, . . .	49	13	8	37	63	36	3	81	23	3	107
46. Tipperary, . . .	49	14	0	44	73	23	-	83	23	-	106
47. Kilkenny, . . .	57	40	8	18	93	27	4	89	34	-	123
48. Yonghal, . . .	87	11	3	16	98	13	1	103	13	1	117
49. Waterford, . . .	67	36	11	15	92	33	4	93	34	2	129
50. Ennisceorthy, . .	48	36	5	20	102	13	2	113	4	-	117
51. Limerick, . . .	47	31	-	27	56	49	-	61	44	-	105
52. Rathkeale, . . .	73	21	1	13	84	24	-	78	20	-	108
53. Clonmel, . . .	63	16	2	31	88	28	2	85	30	2	116
54. Tralee, . . .	60	15	6	29	79	21	1	79	21	1	101
55. Millstreet, . . .	49	37	6	14	82	36	8	64	33	4	106
56. Mallow, . . .	53	43	-	13	76	34	-	79	33	-	112
57. Killybeg, . . .	76	34	12	1	76	35	10	86	19	6	123
58. Bantry,* . . .	-	-	-	-	-	-	-	-	-	-	-
59. Dunmahway, . .	73	3	3	24	78	11	14	84	19	-	103
60. Cork, . . .	67	13	3	17	74	23	-	68	37	-	102
61. Bandon, . . .	6	74	2	23	19	86	-	3	102	-	105
Total, . . .	3,383	1,756	456	1,707	4,746	2,148	400	4,783	2,374	246	7,302

\* See Note (\*) p. 116.

TABLE No. 2.—Classification of 7,302 National Schools in 60 School

District and Centre.	No. of Schools Returned.	Building, Repairs, &c. A.			Furniture and Appurtenances. B.			Premises, Play C.	
		Good.	Middling.	Bad.	Good.	Middling.	Bad.	Good.	Middling.
1. Letterkenny, . . .	146	72	39	35	64	44	38	59	29
2. Derry, . . .	137	113	16	8	112	19	6	88	26
3. Coleraine, . . .	136	83	54	3	89	45	6	42	26
4. Ballymena, . . .	135	54	71	10	30	113	2	26	59
5. Donagh, . . .	135	71	60	4	75	52	8	50	37
6. Stralena, . . .	126	111	15	6	95	26	5	37	25
7. Maghera, . . .	146	116	20	10	109	24	13	122	21
7A. Cookstown, . . .	133	61	64	8	47	70	16	26	49
8. Belfast, North, . . .	100	60	34	7	74	31	-	33	21
8A. Carrickfergus, . . .	117	92	24	1	78	39	-	42	38
8. Belfast, South, . . .	106	71	25	4	64	39	6	40	32
10. Newtownards, . . .	113	77	23	11	69	42	2	35	23
11. Lurgan, . . .	116	160	15	1	91	25	-	29	37
12. Sligo, . . .	128	51	64	13	51	68	9	34	54
13. Enniskillen, . . .	144	184	35	6	80	57	8	83	5
14. Omagh, . . .	131	127	4	2	124	10	4	65	2
15. Dungannon, . . .	123	29	67	17	31	62	30	27	61
15. Armagh, . . .	121	101	16	2	92	24	5	50	-
17. Downpatrick, . . .	127	83	27	7	61	51	8	52	37
18. Monaghan, . . .	125	39	28	8	79	40	6	36	49
19. Newry, . . .	132	79	30	14	55	62	13	41	26
20. Ballina, . . .	122	78	28	16	75	31	16	45	13
21. Ballinaderreen, . . .	115	89	16	10	66	47	2	20	49
22. Boyle, . . .	116	60	40	16	49	44	23	48	32
23. Carron, . . .	-	-	-	-	-	-	-	-	-
24. Bellefleur, . . .	135	75	31	31	69	62	14	49	36
25. Dundalk, . . .	128	181	13	9	100	16	7	87	12
25. Westport, . . .	129	74	41	14	72	27	30	46	43
27. Roscommon,† . . .	-	-	-	-	-	-	-	-	-
29. Longford, . . .	129	32	59	18	67	52	20	52	63
29. Trim, . . .	122	182	15	5	163	8	5	78	25
30. Dublin, North, 1., . . .	117	86	27	4	69	35	3	54	36
31. Bellinamore, . . .	129	49	56	44	45	47	37	23	18
32. Tynan, . . .	137	91	16	30	84	25	23	56	15
33. Mullingar, . . .	127	87	36	4	90	34	5	59	29
34. Galway, . . .	116	81	23	12	72	35	9	73	31
35. Bellinasloe, . . .	129	78	28	23	59	64	15	49	29
36. Parsonstown, . . .	125	92	20	5	82	40	2	50	10
37. Dublin, South, 1., . . .	105	53	25	12	38	37	30	47	23
38. Dublin, North, 2., . . .	110	79	20	3	78	30	9	77	23
39. Lisowel, . . .	100	77	28	4	72	20	7	71	15
40. Dublin, South, 2., . . .	125	36	25	4	80	37	0	73	36
41. Portliffington, . . .	125	105	27	3	95	37	3	86	40
42. Gort, . . .	117	63	27	7	83	22	12	55	24
43. Templemore, . . .	110	62	54	2	53	60	5	26	60
44. Achy, . . .	128	111	17	-	110	18	-	74	26
45. Ennis, . . .	107	66	24	17	60	30	9	58	17
46. Tipperary, . . .	108	77	22	7	71	25	12	51	17
47. Kilkenny, . . .	123	85	33	5	65	54	4	86	24
48. Yougha, . . .	117	101	13	8	99	15	3	90	11
49. Waterford, . . .	129	55	44	20	68	56	13	43	49
50. Ennisecorby, . . .	117	81	34	2	82	23	2	54	-
51. Limerick, . . .	105	62	39	4	64	32	9	47	47
52. Rathkeale, . . .	108	72	26	10	77	19	12	76	18
53. Clonmel, . . .	118	88	26	4	89	27	2	67	10
54. Tralee, . . .	101	60	35	6	60	38	3	58	18
55. Millstreet, . . .	107	52	33	11	84	52	20	49	47
56. Mallow, . . .	112	58	36	13	38	64	10	59	31
57. Rillarne, . . .	123	91	25	6	85	38	5	92	22
58. Bantry, . . .	-	-	-	-	-	-	-	-	-
59. Duncannon, . . .	105	75	19	9	76	19	8	81	11
60. Cork, . . .	102	75	23	4	54	44	4	53	32
61. Brandon, . . .	105	56	65	4	34	69	2	25	69
Total, . . .	7,302	4,805	1,920	577	4,249	2,367	596	3,344	1,827

\* Inspector unable to supply information.

† No return. Inspector ill.

Additionally, in regard to books included in the following Table:

[illegible]

## APPENDIX E.

STATISTICAL REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1882.

1. The third year of the operation of the Act ended on the 31st December, 1882.

2. The numbers on the Pension Establishment under the Act, and the maximum allowed by the Act, were as follows :—

	MALES.					FEMALES.					Total M. & F.
	3rd Class.	2nd Class.	1 <sup>st</sup> Class.	1 <sup>st</sup> Class.	Total.	3rd Class.	2nd Class.	1 <sup>st</sup> Class.	1 <sup>st</sup> Class.	Total.	
On the Books on the 31st December, 1882,	2,540	1,711	346	126	4,723	2,802	1,467	318	117	4,704	9,427
Maximum Number allowed by the Act, . . . . *	*	1,850	410	150	3,300	*	1,550	330	130	3,000	10,700

3. The Pensions granted were as follows :—

	MALES.									
	3rd Class.		2nd Class.		1 <sup>st</sup> Class.		1 <sup>st</sup> Class.		Total.	
	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1881, .	66	3,104	55	2,253	23	1,284	8	708	152	5,349
PENSIONS GRANTED IN 1882.										
For ill-health, . . . . .	—	—	—	—	1	9	—	—	1	9
On Voluntary Retirement, . . .	12	232	4	100	9	343	1	64	26	739
On Compulsory Retirement, . . .	10	350	2	82	6	369	2	206	20	1,010
Total, . . . . .	60	2,636	61	2,445	39	1,996	12	980	200	3,107
PENSIONS CREAMED IN 1882.										
Through Death, . . . . .	2	47	3	138	—	—	—	—	5	185
Otherwise, . . . . .	—	—	—	—	—	—	—	—	—	—
Pensions payable 31st December, 1882, . . . . .	86	2,639	58	2,307	39	1,996	12	980	196	7,922
Gratuities paid during the year, .	29	3,007	13	1,326	2	370	—	—	44	4,953

\* The number allowed in the 3rd class is variable, depending on the numbers in the other classes; if the full numbers allowed in 2nd, 2nd of 1st, and 1st of 1st classes were paying pension stoppages, only 2,893rd class male, and 3,370 3rd class female teachers could be allowed by the Act to contribute towards the Pension Fund.

Including the Supplemental Pensions shown in paragraph 4.

## 3. The Pensions granted to Females were as follows:—

	FEMALES.										Total both Sexes.	
	2nd Class.		3rd Class.		1st Class.		1st Class.		Total.			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1881,	29	560	26	789	13	551	3	229	71	2,129	234	8,478
PENSIONS GRANTED IN 1882.												
For Ill-health,	-	-	1	8	-	-	-	-	1	8	2	17
On Voluntary Retirement,	5	90	6	128	4	116	-	-	15	324	41	1,063
On Compulsory Retirement,	6	150	3	102	3	184	2	140	14	576	34	1,506
Total,	40	790	36	1,027	20	851	5	369	101	3,067	391	11,144
PENSIONS CEASED IN 1882.												
Through Death,	-	-	-	-	-	-	-	-	-	-	5	185
Otherwise,	-	-	-	-	-	-	-	-	-	-	-	-
Pensions payable 31st Dec., 1882,*	49	790	36	1,027	20	851	5	369	101	3,037	296	10,959
Gratuities paid during the year,	22	£ 3,170 s 4	9	1,900	-	-	-	-	31	£ 3,170 s 4	75	£ 3,170 s 4

\* Including the Supplemental Pensions shown in paragraph 4.

## 4. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 22 to 34, are as follows:—

MODEL SCHOOL TEACHERS.	Males.	Females.	Total
On the Books, 31st December, 1881,	74	113	187
Joined in 1882, . . . . .	3	6	9
Total,	77	119	196
Removed from Establishment on account of Age, or on receipt of Gratuity, or award of Pension in 1882, . . . . .	2	4	6
Died in 1882, . . . . .	2	2	4
Resigned or Dismissed, 1882, . . . . .	3	5	8
On the Books, 31st December, 1882, . . . . .	70	108	178
Maximum number allowed, . . . . .	—	—	250
Supplemental Pensions:	£	£	£
Amount Payable on 31st Dec., 1881,	32	27	59
Granted in 1882, . . . . .	—	57	57
Ceased in 1882, . . . . .	—	—	—
Amount Payable on 31st Dec., 1882,	£32	£84	£116

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880 and 1881, and the Year 1882, respectively :—

AVERAGE AGE ON	MALES.							
	3rd Class.		2nd Class.		1st Class.		1st Class.	
	1880-81.	1882.	1880-81.	1882.	1880-81.	1882.	1880-81.	1882.
Promotion or Appointment, . . . .	20·32	19·09	23·60	23·30	26·75	26·33	30·20	30·71
Resignation or Dismissal, . . . .	23·02	25·37	29·02	30·06	36·42	32·20	40·20	37·23
Re-appointment, . . . .	27·64	26·12	31·50	31·29	40·0	32·50	30·0	33·5
Retirement, . . . .	59·74	52·52	59·73	49·23	64·46	50·22	60·50	65·33
Death, . . . .	37·79	35·21	42·79	42·38	50·57	50·33	47·50	46·5

AVERAGE AGE ON	FEMALES.							
	3rd Class.		2nd Class.		1st Class.		1st Class.	
	1880-81.	1882.	1880-81.	1882.	1880-81.	1882.	1880-81.	1882.
Promotion or Appointment, . . . .	20·35	20·49	22·47	24·0	26·71	27·27	31·23	29·16
Resignation or Dismissal, . . . .	24·79	24·94	27·02	27·46	27·50	40·0	30·67	32·5
Re-appointment, . . . .	25·64	25·23	29·20	27·43	32·44	35·75	43·0	50·0
Retirement, . . . .	45·37	44·53	53·38	48·17	55·07	51·0	54·75	60·5
Death, . . . .	30·07	30·22	37·09	29·66	34·50	41·5	45·0	35·0

NATIONAL SCHOOL TEACHERS'  
PENSION OFFICE.

## APPENDIX F.

I.—LIST of ONE HUNDRED AND TWO VESTED SCHOOLS on the Suspended List at end of year 1882.

County.	Ward.	Parish.	Roll No.	School.	How vested.
Antrim, . . .	3	Arrooy, . . .	1200	Breen, . . . m.	V.T.
Do., . . .	—	Calfveightrin, . . .	1787	Ballyverdock, . . . f.	A.
Do., . . .	8	Tullyrusk, . . .	5537	Dundrod, . . . f.	V.C.
Do., . . .	—	Shankill, . . .	6533	Covehill, . . . f.	V.T.
Do., . . .	04	Grange of Dough, . . .	7837	Dough, . . . f.	V.C.
Do., . . .	—	Kilroot, . . .	7944	Bellahill, . . . .	V.C.
Cavan, . . .	23	Assaghediff, . . .	129	Carbangan, . . . m.	A.
Do., . . .	—	Killashandra, . . .	143	Ceremery, . . . m.	V.T.
Do., . . .	—	Urooy, . . .	158	Coolboyagoe, . . . f.	V.T.
Do., . . .	—	Annagh, . . .	3370	Kilmalock, . . . f.	V.T.
Do., . . .	—	Killashandra, . . .	11206	Killashandra, . . . f.	V.T.
Do., . . .	24	Largan, . . .	2130	Lantam, . . . f.	V.T.
Do., . . .	—	Drumgool, . . .	3230	Cobaw, . . . f.	V.T.
Down, . . .	1	Mevagh, . . .	1362	Carrick, . . . .	V.T.
Do., . . .	2	Muff, . . .	2999	Ture, . . . f.	V.T.
Do., . . .	—	Fahaa, Lower, . . .	3634	Tullydib, . . . f.	V.T.
Do., . . .	—	Movilla, Upper, . . .	7189	Tallynavin, . . . .	V.C.
Do., . . .	5	Kilbarrow, . . .	4421	Ballybannon, . . . f.	V.C.
Down, . . .	17	Bright, . . .	4743	Bright, . . . m.	V.C.
Fermanagh, . . .	13	Galloon, . . .	301	Drumberry, . . . .	V.T.
Do., . . .	—	Magheraculmoney, . . .	306	Tulnagully, . . . .	V.T.
Londonderry, . . .	7	Tamlaght O'Grilly, . . .	2406	Drumgarner, . . . f.	V.T.
Do., . . .	—	Upper Cumber, . . .	5496	Glauradie, . . . m.	V.C.
Monaghan, . . .	18	Tydavnet, . . .	1773	Knocknallen, . . . f.	V.T.
Do., . . .	—	Do., . . .	4653	Tallycrannin, . . . f.	V.T.
Tyrone, . . .	6	Donaghedy, . . .	1260	Donaghedy, . . . .	A.
Do., . . .	—	Do., . . .	1889	Do., . . . .	A.
Do., . . .	—	Badoway, Upper, . . .	5678	Lesterbratt, . . . f.	V.C.
Do., . . .	7a	Derrylohan, . . .	4928	Drumcree, . . . .	V.C.
Do., . . .	13	Kilkerrey, . . .	3277	Foglish, . . . f.	A.
Do., . . .	14	Clogher, . . .	303	Eske, . . . m.	V.T.
Do., . . .	—	Errigle Keerogue, . . .	415	Glencull, . . . m.	V.T.
Do., . . .	—	Clogher, . . .	1890	Eske, . . . f.	V.T.
Do., . . .	—	Donaghedy, . . .	2458	Blackfort, . . . f.	A.
Do., . . .	—	Cappagh, . . .	2345	Reylough, . . . .	A.
Clara, . . .	42	Dysart, . . .	1264	Moyhee, . . . m.	A.
Do., . . .	—	Kilmoa, . . .	3130	Caherballag, . . . m.	V.T.
Do., . . .	—	Do., . . .	3199	Do., . . . .	V.T.
Do., . . .	45	Drumcliffe, . . .	443	Newtownstakepole, m.	V.T.
Do., . . .	—	Do., . . .	5314	Do., . . . f.	V.T.
Do., . . .	—	Killard, . . .	11714	Banaha, . . . .	V.C.
Cork, . . .	48	Britway, . . .	3994	Britway, . . . f.	V.T.
Do., . . .	55	Kilmeashel, . . .	3509	Drumleigh, . . . f.	V.T.
Do., . . .	56	Donerale, . . .	4128	Skeshanabag, . . . m.	V.T.
Do., . . .	59	Skibbereen, . . .	5141	Skibbereen (4), . . .	V.T.
Do., . . .	69	Blarney, . . .	1542	Blarney, . . . f.	V.T.
Kerry, . . .	39	Kilnaughten, . . .	9836	Reentark, . . . f.	V.T.
Do., . . .	54	Dingle, . . .	1273	Dingle, . . . m.	V.T.
Do., . . .	—	Killiney, . . .	2191	Cassidagregory, . . . m.	V.T.
Do., . . .	—	Do., . . .	2192	Do., . . . f.	V.T.
Do., . . .	55	Elbowmoo, . . .	2595	Rathmore, . . . f.	V.T.
Do., . . .	57	Elzerehan, . . .	8252	Snem, . . . f.	V.C.
Do., . . .	58	Keamane, . . .	2850	Keamane, . . . f.	A.

## I.—LIST of ONE HUNDRED AND TWO VESTED SCHOOLS on the Suspended List at end of year 1882—continued.

County.	District.	Parish.	Roll No.	School.	How vested.
Tipperary, . . .	26	Cloaghpriser, . . .	2676	Carney, . . . m.	v.t.
Waterford, . . .	48	Tallow, . . .	3430	Kilcalf, . . . m.	A.
Do., . . .	-	Do., . . .	4318	Ballydaff, . . . f.	v.t.
Do., . . .	53	Moheill, . . .	4137	Caofinharna, . . . f.	v.t.
Dublin, . . .	30	Naul, . . .	1170	Naul, . . . m.	v.t.
Do., . . .	-	Gnagogorman, . . .	7716	St. Peter's (2), . . . m.	v.t.
Do., . . .	-	Do., . . .	7717	Do. (2), . . . f.	v.t.
Do., . . .	40	Sallorgan, . . .	1296	Stilorgan, . . . m.	v.c.
Kildare, . . .	37	Cloacurry, . . .	1497	Newtown, . . . f.	v.c.
Do., . . .	-	Gulamstown, . . .	3427	Johnstown Bridge, m.	v.c.
Do., . . .	44	Dunmanogue, . . .	2712	Levitstown, . . .	v.c.
Kilkenny, . . .	47	Grange, . . .	790	Church Hill, . . .	v.t.
Do., . . .	-	Powestown, . . .	1155	Skewontheen, . . . f.	v.t.
Do., . . .	-	St. John's, . . .	3413	St. John's, . . . i.	v.t.
Do., . . .	49	Lislaning, . . .	3877	Mullinskill, . . . f.	v.t.
King's, . . .	36	Drumellen, . . .	2612	Thomastown, . . .	v.t.
Do., . . .	41	Kilcidea, . . .	829	Tallamore, . . . m.	v.t.
Lengland, . . .	26	Columbkil, . . .	2372	Cloosem, . . .	v.t.
Lenth, . . .	25	Drumshellan, . . .	1305	Kellystown, . . . m.	A.
Do., . . .	-	Rathbrumna, . . .	1503	Walshstown, . . . m.	v.t.
Do., . . .	-	Yermonfeckin, . . .	2004	Cartown, . . . f.	v.t.
Meath, . . .	24	Moynalty, . . .	2060	Ormsen, . . . f.	v.t.
Do., . . .	25	Kilsharrin, . . .	1170	Mount Hanover, . . . f.	v.t.
Do., . . .	29	Boardsmill, . . .	1827	Batterstown, . . .	v.t.
Do., . . .	-	Cashinstown, . . .	3147	Cashinstown, . . . f.	v.t.
Do., . . .	-	Kildinkey, . . .	3812	Caralee, . . . f.	v.t.
Do., . . .	-	Cloonscraff, . . .	4006	Tallaghtown, . . .	v.t.
Do., . . .	-	Trim, . . .	4309	Phillinstown, . . .	v.t.
Do., . . .	30	Cloasvey, . . .	2086	Cloasvey, . . . m.	v.t.
Westmeath, . . .	33	Ballymorin, . . .	1313	Newarist, . . . m.	v.t.
Wexford, . . .	50	Ballyhoge, . . .	1491	Gallally, . . . f.	v.t.
Do., . . .	-	Cloches, . . .	2101	Dosed, . . . f.	v.t.
Do., . . .	-	Roadrois, . . .	5037	Courtmoreaddy, . . . m.	v.c.
Wicklow, . . .	40	Rathrum, . . .	5950	Rathrum, . . . f.	v.c.
Galway, . . .	26	Ballinakill, . . .	1319	Tully, . . .	v.t.
Do., . . .	32	Abbey, . . .	390	Brienfield, . . . f.	v.t.
Do., . . .	34	Oranmore, . . .	4507	Oranmore, . . . f.	v.c.
Do., . . .	-	Kilcummin, . . .	4767	Oughternad, . . . f.	v.c.
Do., . . .	-	Mayrus, . . .	8566	Marvey, . . . f.	v.c.
Do., . . .	-	Oranmore, . . .	8799	Merlough, . . . m.	v.t.
Do., . . .	-	Kilcummin, . . .	10502	Gertemora, . . . m.	v.t.
Do., . . .	35	Lickering, . . .	1009	Lickering, . . . f.	v.t.
Do., . . .	42	Kilcummin, . . .	1325	Killicoon, . . . m.	v.t.
Do., . . .	-	Do., . . .	1520	Do., . . . f.	v.t.
Do., . . .	-	Kilcummin, . . .	4791	Gort, . . . f.	v.c.
Maye, . . .	20	Oranmore, . . .	4010	Richmond, . . .	v.t.
Do., . . .	21	Kilcummin, . . .	2031	Swinkford, . . . i.	v.t.
Do., . . .	25	Angahav, . . .	2823	Murisk, . . . m.	A.
Do., . . .	-	Drum, . . .	6724	Clogher, . . . f.	v.c.



II.—LIST of ONE HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1882.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
ULSTER.								
Antrim, . . .	3	Dunlao, . . .	11612	The Montgomery Memorial, . . . f.	—	60	60	V.T.
" . . . . .	—	Rameau, . . . .	12140	Rameau, . . . . m.	75	—	75	V.C.
" . . . . .	—	Do. . . . .	12145	Do. . . . . f.	—	75	75	V.C.
" . . . . .	4	Donagore, . . .	12221	Parkgate, . . . .	60	60	120	V.T.
" . . . . .	—	Abeghill, . . .	12203	Ballybeg, . . . .	60	60	120	V.C.
" . . . . .	9	Shankill, . . .	12295	Linsfield, . . . .	Special grant	600	600	V.C.
" . . . . .	—	Do. . . . .	12297	Do. . . . . inf.				
Armagh, . . .	16	Lisnadill, . . .	11641	Corra, . . . . .	60	40	100	V.C.
" . . . . .	—	N. Y. Hamilton, .	12200	Townsend, . . . m.	75	—	75	V.C.
" . . . . .	—	Do. . . . .	12201	Do. . . . . f.	—	75	75	V.C.
Donegal, . . .	1	Gartan, . . . .	11650	Stranmore, Upper, .	60	40	100	V.T.
" . . . . .	5	Glencolumbkille, .	12021	Meenagarry, . . .	60	40	100	V.T.
" . . . . .	—	Do. . . . .	12113	Lougherherli, . .	40	20	60	V.T.
" . . . . .	—	Templecarne, . .	12206	Anglinahoe, . . . m.	100	—	100	V.T.
" . . . . .	—	Do. . . . .	12307	Do. . . . . f.	—	100	100	V.T.
Down, . . . .	10	Newtownards, . .	12191	Castlegarden, . . m.	200	—	200	V.T.
" . . . . .	—	Do. . . . .	12192	Do. . . . . f.	—	200	200	V.T.
Fermanagh, . .	13	Anglican, . . .	11322	Brookborough, (?) m.	60	—	60	V.C.
" . . . . .	—	Derryvullan, . .	12299	Ivinestown, . . . m.	60	—	60	V.T.
" . . . . .	—	Do. . . . .	12300	Do. . . . . f.	—	60	60	V.T.
" . . . . .	—	Anglican, . . .	12234	Brookborough (2), f.	—	60	60	V.C.
Londonderry, .	7	Maghera, . . .	12188	Hall-street, . . . m.	100	—	100	V.C.
" . . . . .	—	Do. . . . .	12187	Do. . . . . f.	—	100	100	V.C.
Monaghan, . .	18	Mockno, . . .	11901	Dromore, . . . .	60	40	100	V.T.
Tyrone, . . . .	7A	Kilbess, . . . .	12130	Carvanshan, . . .	40	20	60	V.T.
" . . . . .	13	Kilkeery, . . .	11029	Stranagomer, . . .	60	60	120	V.T.
" . . . . .	14	Clogher, . . . .	12316	Augher, . . . . .	60	60	120	V.T.
" . . . . .	—	Donacavey, . . .	12384	Leganaghery, . .	40	35	75	V.C.
MUNSTER.								
Clare, . . . .	42	Killeshannoe, . .	12036	Moynore, . . . . m.	75	—	75	V.T.
" . . . . .	—	Do. . . . .	12037	Do. . . . . f.	—	75	75	V.T.
" . . . . .	—	Fahla, . . . . .	12125	Droonadocra, . .	60	40	100	V.T.
" . . . . .	—	Inchicorean, . .	12379	Crusheen, . . . . m.	75	—	75	V.T.
" . . . . .	—	Do. . . . .	12380	Do. . . . . f.	—	75	75	V.T.
" . . . . .	45	Kilbreest, . . .	11847	Mounton, . . . .	60	40	100	V.T.
" . . . . .	—	Kilfarrah, . . .	12298	Corbally, . . . .	60	40	100	V.T.
Cork, . . . . .	48	Mogeels, . . . .	12382	Carriglas, . . . .	60	60	120	V.T.
" . . . . .	55	Ballyvaurney, . .	11251	Coleen, . . . . . m.	75	—	75	V.T.
" . . . . .	—	Do. . . . .	11252	Do. . . . . f.	—	75	75	V.T.
" . . . . .	—	Clondrohid, . .	12045	Gartane, . . . . . m.	150	—	150	V.T.
" . . . . .	—	Do. . . . .	12046	Do. . . . . f.	—	150	150	V.T.
" . . . . .	—	Canaway, . . . .	12292	Canovee, . . . . m.	100	—	100	V.T.
" . . . . .	—	Do. . . . .	12293	Do. . . . . f.	—	100	100	V.T.
" . . . . .	—	Kilmeen, . . . .	12330	Glashakillane, . . m.	100	—	100	V.T.
" . . . . .	—	Do. . . . .	12331	Do. . . . . f.	—	100	100	V.T.
" . . . . .	—	Kilnamartyr, . .	12380	Reenaharra, . . . m.	100	—	100	V.T.
" . . . . .	—	Do. . . . .	12361	Do. . . . . f.	—	100	100	V.T.
" . . . . .	56	Liscarroll, . . .	12015	Liscarroll, . . . m.	150	—	150	V.T.
" . . . . .	—	Do. . . . .	12016	Do. . . . . f.	—	150	150	V.T.
" . . . . .	58	Kilmeo, . . . .	12327	Lisagriffin, . . . m.	75	—	75	V.T.
" . . . . .	—	Do. . . . .	12328	Do. . . . . f.	—	75	75	V.T.

II.—List of ONE HUNDRED and SIXTY-TWO VISITED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1882—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How used.	
					Males.	Females.	Total.		
MUNSTER—con.									
Cork,	53	Killeshane,	12159	Urban,	m.	150	—	150	V.C.
"	"	Do.	12160	Do.	f.	—	150	150	V.C.
"	"	Do.	12161	Andross,	m.	100	—	100	V.C.
"	"	Do.	12162	Do.	f.	—	100	100	V.C.
"	59	Drinoleague,	12163	Drinoleague,	m.	160	—	160	V.C.
"	"	Do.	12164	Do.	f.	—	160	160	V.C.
"	"	Tullagh,	12165	Lough Lee,	m.	60	—	60	V.C.
"	"	Do.	12166	Do.	f.	—	60	60	V.C.
"	"	Myross,	12167	Cashengal,	m.	150	—	150	V.C.
"	"	Do.	12168	Do.	f.	—	150	150	V.C.
"	60	St. Nicholas,	12169	Ballinabough,	m.	75	—	75	V.C.
"	"	Do.	12170	Do.	f.	—	75	75	V.C.
"	"	Templebarry,	12171	Waltonstown,	m.	100	—	100	V.C.
"	"	Do.	12172	Do.	f.	—	100	100	V.C.
"	61	Ringross,	12173	Gurrananag,	m.	60	—	60	V.C.
"	"	Do.	12174	Do.	f.	—	60	60	V.C.
"	"	Inniskeen,	12175	Claghra,	f.	—	100	100	V.C.
"	"	Abbeyrobert,	12176	Lislesna,	m.	150	—	150	V.C.
"	"	Do.	12177	Do.	f.	—	150	150	V.C.
"	"	Ardfield,	12178	Ardfield,	m.	160	—	160	V.C.
"	"	Ballinaboy,	12179	Gogginshill,	m.	75	—	75	V.C.
"	"	Do.	12180	Do.	f.	—	75	75	V.C.
"	"	Kilgarra,	12181	Chenckilly,	m.	400	—	400	V.C.
Kerry,	54	Kilgolhar,	11540	Camp,	"	60	60	120	V.C.
"	"	Ballinacorney,	11541	Kilheenagh,	m.	60	—	60	V.C.
"	"	Do.	11542	Do.	f.	—	60	60	V.C.
"	"	Ballymacelligott,	11543	Claghra,	m.	100	—	100	V.C.
"	"	Do.	11544	Do.	f.	—	100	100	V.C.
"	"	Trillick,	11545	Stannard-street,	Special	—	400	400	V.C.
"	57	Knockana,	11546	Do.	f.	—	60	60	V.C.
"	"	Killarney,	11547	Harvey's,	"	40	35	75	V.C.
"	"	Do.	11548	Killarney (2),	m.	200	—	200	V.C.
"	"	Dromod,	11549	Durina,	"	60	40	100	V.C.
"	"	Galie,	11550	Knockana,	m.	100	—	100	V.C.
"	"	Dromod,	11551	Durina,	"	60	40	100	V.C.
"	"	Killman,	11552	Tynanville,	m.	60	—	60	V.C.
"	"	Do.	11553	Do.	f.	—	60	60	V.C.
"	"	Caher,	11554	Knockana,	f.	—	100	100	V.C.
Limerick,	39	Abbeyfeale,	11555	Knockana,	m.	60	—	60	V.C.
"	"	Do.	11556	Do.	f.	—	60	60	V.C.
"	51	Mungret,	11557	Mungret,	m.	100	—	100	V.C.
"	52	Clough,	11558	Coolmoyne,	"	60	40	100	V.C.
Tipperary,	43	Lattinagh,	11559	Lattinagh,	"	60	40	100	V.C.
"	46	Clough,	11560	Livermore,	m.	60	—	60	V.C.
"	"	Do.	11561	Do.	f.	—	60	60	V.C.
LEINSTER.									
Carlow,	47	Kiltearn,	11562	Rathman,	m.	100	—	100	V.C.
"	"	Do.	11563	Do.	f.	—	100	100	V.C.
King's,	36	Lusmagh,	11564	St. Cross's,	m.	60	—	60	V.C.
"	"	Do.	11565	Do.	f.	—	60	60	V.C.
"	"	Shirrone,	11566	Shirrone,	m.	100	—	100	V.C.
"	"	Do.	11567	Do.	f.	—	100	100	V.C.
Long,	25	Magstown,	11568	Davinstown,	"	40	35	75	V.C.
Meath,	30	Dunboyne,	11569	Dunboyne,	m.	100	100	200	V.C.
"	"	Do.	11570	Do.	f.				V.C.
"	"	Do.	11571	Do.	inf.				V.C.
Queen's,	43	Rathdowney,	11572	Castleblenny,	"	40	35	75	V.C.

II.—List of ONE HUNDRED and SIXTY-TWO VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st December, 1882—continued.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
CORKAUBURY.								
Galway,	31	Moyros, . . . .	11255	Toombasha, . . . .	40	20	60	V.T.
"	"	Do. . . . .	11337	Cashel, . . . . m.	75	—	75	V.T.
"	"	Do. . . . .	11338	Do. . . . . f.	—	75	75	V.T.
"	"	Do. . . . .	11951	Inissee, . . . .	40	20	60	V.T.
"	"	Ballinacra, . .	12163	Aillatruck, . . .	60	60	120	V.T.
"	"	Omey, . . . .	12141	Angheis, . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12142	Do. . . . . f.	—	75	75	V.T.
"	"	Moyros, . . . .	12322	Inishacken Island, . . .	Special plan for	30	30	V.T.
"	"	Oranmore, . . .	12310	Brierhill, . . . .	60	40	100	V.T.
"	"	Omey, . . . .	12337	Uliden, . . . . m.	120	—	120	V.T.
"	"	Inishmann, . . .	12335	Inishmaine, . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12339	Do. . . . . f.	—	75	75	V.T.
"	"	Inishmore, . . .	12340	Killenny, . . . .	60	60	120	V.T.
"	"	Inishoor, . . . .	12341	Inishoor, . . . .	60	60	120	V.T.
"	"	Inishmore, . . .	12342	Creeganacron, . . .	60	60	120	V.T.
"	"	Omey, . . . .	12345	Omey Island, . . .	40	20	60	V.T.
"	32	Moylough, . . .	12332	Monat Bellow, . . m.	150	—	150	V.T.
"	"	Do. . . . .	12335	Do. . . . . f.	—	150	150	V.T.
"	42	Kilbencanty, . .	11304	Kilbencanty, . . . f.	—	60	60	V.C.
"	"	Ardrhan, . . . .	12064	Ballyglass, . . . .	60	40	100	V.T.
"	"	Kilthanna, . . .	12113	Rearower, . . . .	40	35	75	V.C.
Leitrim,	23	Mohill, . . . .	11330	Ederloun, . . . m.	60	—	60	V.T.
"	"	Do. . . . .	11331	Do. . . . . f.	—	60	60	V.T.
"	"	Do. . . . .	11057	Cloosturk, . . . m.	60	—	60	V.T.
"	"	Do. . . . .	11065	Do. . . . . f.	—	60	60	V.T.
"	31	Oughteragh, . .	11810	Clogher, . . . .	60	40	100	V.C.
"	"	Kilteagher, . . .	12317	Kilnagros, . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12318	Do. . . . . f.	—	75	75	V.T.
Mayo,	20	Toomore, . . . .	12031	Foxford, . . . . m.	100	—	100	V.T.
"	"	Do. . . . .	12035	Do. . . . . f.	—	100	100	V.T.
"	"	Ballynahaglish, .	12306	Carrabaggan, . . .	60	60	120	V.T.
"	"	Kilmore, . . . .	12373	Aughleam, . . . .	40	35	75	V.T.
"	21	Kilkeaduff, . . .	12374	Cloogullane, . . . m.	100	—	100	V.T.
"	"	Do. . . . .	12375	Do. . . . . f.	—	100	100	V.T.
"	26	Behola, . . . .	12383	Toomacra, . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12386	Do. . . . . f.	—	75	75	V.T.
"	32	Bekas, . . . .	12164	Brackloun, . . . m.	60	—	60	V.T.
"	"	Do. . . . .	12165	Do. . . . . f.	—	60	60	V.T.
"	"	Kilcolman, . . .	12173	Meelickmore, . . .	60	60	120	V.T.
"	"	Bekas, . . . .	12195	Ballinville, . . . .	60	40	100	V.T.
"	"	Kilkelema, . . .	12387	Loughnamon, . . . f.	—	60	60	V.C.
"	"	Kilkelema, . . .	12330	The Neale, . . . m.	150	—	150	V.T.
"	"	Do. . . . .	12381	Do. . . . . f.	—	150	150	V.T.
Roscommon,	35	Turghmacnuell, .	12003	Castlemangon, . . .	40	20	60	V.T.
Siligo,	20	Kilglass, . . . .	12140	Culceens, . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12137	Do. . . . . f.	—	75	75	V.T.
"	"	Castlecannon, . .	12171	Corbala, . . . . m.	75	—	75	V.T.
"	"	Do. . . . .	12172	Do. . . . . f.	—	75	75	V.T.
"	21	Tubbercurry, . .	12066	Curry, . . . . m.	200	—	200	V.T.
"	"	Do. . . . .	12067	Do. . . . . f.	—	200	200	V.T.
"	"	Achnary, . . . .	12066	Tubbertally, . . . m.	60	—	60	V.T.
"	"	Do. . . . .	12102	Do. . . . . f.	—	60	60	V.T.
"	"	Do. . . . .	12208	Carrallagh, . . . m.	60	—	60	V.T.
"	"	Do. . . . .	12209	Do. . . . . f.	—	60	60	V.T.
"	"	Cloacoughill, . .	12308	Bunladden, . . . m.	100	—	100	V.T.
"	"	Do. . . . .	12309	Do. . . . . f.	—	100	100	V.T.

## III.—LIST OF THIRTY-THREE BUILDING CASES brought into operation during 1882

County.	District.	Roll No.	School.	Parish.	How voted.
Cavan, . . . .	23	12064	Clonsivola, . . . .	Drumhannan, . . . .	V.E.
Fermanagh, . . . .	13	11702	Meyleen, . . . .	Malloghaden, . . . .	V.E.
" . . . .	14	11930	Meekinsam, . . . .	Clones, . . . .	V.E.
" . . . .	13	12060	Coolaness, . . . .	Derryvullen, . . . .	V.E.
" . . . .	-	12044	Maguirebridge, . . . .	Aghalurcher, . . . .	V.E.
Tyrone, . . . .	14	12139	Killadroy, . . . .	Clogherney, . . . .	V.E.
Clare, . . . .	42	11902	Glonsaker, . . . .	Temaganny, . . . .	V.E.
Cork, . . . .	48	11992	Whitegate, . . . . m.	Corkbogg, . . . .	V.E.
" . . . .	-	11993	Do. . . . f.	Do. . . .	V.E.
" . . . .	56	12064	Mallow, . . . .	Mallow, . . . .	V.E.
" . . . .	61	12300	Knockinstagh, . . . . f.	Kilguff, . . . .	V.E.
Kerry, . . . .	57	10969	Fuion, . . . . f.	Keshnanaro, . . . .	V.E.
" . . . .	-	11417	Ennighepta, . . . .	Killmullagh, . . . .	V.E.
" . . . .	-	11419	Portmagee, . . . . f.	Do. . . .	V.E.
" . . . .	-	10692	Bunglish, . . . .	Glenbegh, . . . .	V.E.
Tipperary, . . . .	46	11797	Kilross, . . . . m.	Clonbeg, . . . .	V.E.
" . . . .	-	11798	Do. . . . f.	Do. . . .	V.E.
" . . . .	43	12124	Rear, . . . . m.	Abington, . . . .	V.E.
" . . . .	-	12129	Do. . . . f.	Do. . . .	V.E.
Dublin, . . . .	38	12148	Christ Church, . . . . m.	St. Peter's, . . . .	V.E.
" . . . .	-	12144	Do. . . . f.	Do. . . .	V.E.
Longford, . . . .	26	12136	Glen, . . . .	Ardagh, . . . .	V.E.
Galway, . . . .	32	12101	Belmont, . . . .	Lisacovey, . . . .	V.E.
" . . . .	34	12005	Kingstown, . . . .	Omay, . . . .	V.E.
" . . . .	-	12120	Beylock, . . . .	Do. . . .	V.E.
" . . . .	-	12119	Cahin, . . . .	Ballindoon, . . . .	V.E.
" . . . .	32	12116	Gurbally, . . . .	Kilmasobla, . . . .	V.E.
Lektrim, . . . .	22	12163	Lisduff, (2), . . . . m.	Kiltoghert, . . . .	V.E.
" . . . .	-	12184	Do. . . . f.	Do. . . .	V.E.
Mayo, . . . .	21	11929	Callow, . . . . m.	Killnass, . . . .	V.E.
" . . . .	-	11941	Do. . . . f.	Do. . . .	V.E.
Sligo, . . . .	-	12001	Clonsom, . . . .	Kilshaly, . . . .	V.E.
" . . . .	20	12006	Quigsher, . . . .	Kilglase, . . . .	V.E.

## IV.—LIST OF NINETEEN NON-VESTED SCHOOLS taken into connexion during 1882

County.	District.	Roll No.	School.	Parish.	Manager.	Building Committee.
<b>ULSTER.</b>						
Antrim, . . . .	7	12226	Rasharkin, (2), . . . .	Rasharkin, . . . .	Rev. W. Carson, F.P., . . . .	R.C.
" . . . .	8	12227	St. Rocco's, . . . .	Shankill, . . . .	Rev. Hugh Hanna, . . . .	Pres.
" . . . .	-	12228	Do. . . .	Do. . . .	Do. . . .	Pres.
" . . . .	9	12257	St. Thomas, . . . .	St. Thomas, . . . .	Rev. T. W. Clarendon, . . . .	R.C.
" . . . .	3	12258	Church-street, . . . .	Ballymonee, . . . .	Rev. Thomas M. Benson, . . . .	R.C.
" . . . .	-	12260	Drumcullagh, . . . .	Drumcullagh, . . . .	Rev. John Clarke, . . . .	R.C.
" . . . .	11	12324	Soldierstown, . . . .	Aghalee, . . . .	Rev. J. W. Sienter, . . . .	R.C.
" . . . .	8	12230	Riversdale-street, . . . .	Shankill, . . . .	Rev. Hugh Hanna, . . . .	Pres.
" . . . .	-	12331	Do. . . .	Do. . . .	Do. . . .	Pres.
" . . . .	8A	12376	Millbrook, . . . .	Kilwaughter, . . . .	Rev. J. B. Meeks, . . . .	Pres.
Armagh, . . . .	15	12353	Carraun-street, . . . .	Drumree, . . . .	Rev. L. Byrne, F.P., . . . .	R.C.
" . . . .	16	12365	St. Patrick's, . . . . m.	Armagh, . . . .	Rev. T. Rice, . . . .	R.C.

## IV.—LIST of NINETEEN Non-vested Schools taken into connexion during 1882—continued.

County.	Dis- trict.	Roll No.	School.	Parish.	Manager.	Religious Denomin- ation.
<b>ULSTER—con.</b>						
Cavan, . . .	23	12262	Ardkill, . . .	Crosserlough, .	Rev. J. Boylan, P.P., .	R.C.
" . . .	—	12270	Kilteerby, . . .	Drumlane, .	H. C. Tisdell, esq., .	E.C.
" . . .	24	12312	Cootehill, (3), .	Drumgoon, .	Rev. Thomas Moore, .	E.C.
" . . .	31	12306	Derrynamanta, .	Templeport, .	Rev. J. E. Gillisly, .	R.C.
Donegal, . .	1	12235	Legnashoorey, .	Kilmacreann, .	Rev. John Sturgeon, .	Pres.
" . . .	5	12242	Andara, (4), . .	Killybegs, Lower, .	Very Rev. C. O'Donnell, .	R.C.
" . . .	—	12265	Kildonagh, . . .	Clonabocky, .	Rev. B. Kelly, . . .	R.C.
" . . .	—	12275	Drumaghilly, . .	Raymothy, .	Rev. M. Martin, . . .	R.C.
" . . .	—	12276	The Letterkenney Robertson, . . .	Conwall, . . .	Rev. Richard E. Balfan, .	E.C.
" . . .	6	12307	St. Johnston, . .	Tuaghbayne, .	Rev. M. Martin, . . .	R.C.
Down, . . .	10	12311	Saunders-street, .	Knockbreeda, .	Jas. McMeekin, esq., M.D.,	Pres.
Fermanagh, .	13	12293	Drumuff, . . .	Killesher, . . .	Rev. Gabriel Coulter, .	Met.
" . . .	—	12326	Doocoon, . . .	Eamiskillen, .	Rev. P. Loughran, P.P., .	R.C.
" . . .	—	12332	Knockmacanagh, .	Devenish, . . .	Rev. Andrew Elliott, .	E.C.
" . . .	—	12377	Derrygonnelly Mills, .	Inishmacinint, .	Rev. G. Tottenham, .	E.C.
" . . .	—	12305	Chadagh, . . .	Killesher, . . .	E. Smyth, esq., J.P., .	E.C.
" . . .	—	12403	Tempe, . . . f.	Eamiskillen, .	Rev. P. Loughran, P.P., .	R.C.
Londonderry, .	3	12293	Letterkenny, . .	Marquesha, . . .	Rev. R. J. Orr Moore, .	Pres.
" . . .	2	12347	The Stewart, . .	Clondermott, .	Rev. J. M. Gould Adam, .	E.C.
" . . .	—	12390	Mullakey, . . .	Lower Cumber, .	Rev. C. McFaul, P.P., .	R.C.
" . . .	7	12391	Rafagh, . . .	Banagher, . . .	Rev. J. B. Scott, . . .	E.C.
Monaghan, .	18	12378	Hall-street, Ballybay, .	Ballybay, . . .	Rev. J. H. Morell, . . .	Pres.
Tyrone, . . .	7A	12329	Oldtown, . . . f.	Derrylara, . . .	Rev. H. B. Carter, . . .	E.C.
<b>MUNSTER.</b>						
Cork, . . .	58	12249	Dunsey Island, . .	Kilnamanagh, .	Rev. C. O'Sullivan, P.P., .	R.C.
" . . .	61	12253	Corravalehan, . .	Ballymodan, .	Rev. J. R. Pore, . . .	E.C.
" . . .	—	12380	Ballymodan, . . f.	Do., . . .	Do., . . .	E.C.
Kerry, . . .	57	12289	Coomthanasne, . .	Kilrohane, . . .	Dani. O'Connell, esq., D.L.,	R.C.
" . . .	—	12363	Obernong (ten.), .	Caher, . . .	Very Reverend T. Canon Broome, P.P., .	R.C.
" . . .	55	12363	Rathmore Convent, .	Kilbrannigan, East,	Rev. E. Walsh, P.P., .	R.C.
Limerick, . .	51	12248	Fedamore, . . . f.	Fedamore, . . .	Rev. D. Quinn, P.P., .	R.C.
Tipperary, .	53	12349	Merton-st. Convent, .	St. Mary's, . . .	Mrs. Eliza Morrison, .	R.C.
" . . .	—	12363	Clonmel, P.L.U., .	Do., . . .	The Clerk of the Union, .	—
Waterford, .	48	12229	Dungarvan, P.L.U., .	Dungarvan, . . .	The Clerk of the Union, .	—
" . . .	49	12334	Star of the Sea Convent, .	Tramore, . . .	Mrs. Harden, . . .	R.C.
<b>LEINSTER.</b>						
Dublin, . . .	30	12227	Dunastown, . . .	Holywood, . . .	Rev. L. J. Farrelly, . .	R.C.
" . . .	—	12358	Swords Boreugh, m.	Swords, . . .	Rev. Thomas Twigg, . .	E.C.
" . . .	—	12359	Do., . . . f.	Do., . . .	Do., . . .	E.C.
" . . .	32	12360	Christ Church, . . i.	St. Peter's, . . .	Rev. M. Nelligan, D.D., .	E.C.
" . . .	37	12379	St. Paul's, . . . f.	St. Paul's, . . .	Rev. A. B. Barton, . . .	E.C.
King's Co., .	41	12368	Rathina, . . .	Lemanaghau, . .	Very Rev. Peter Canon Lee, P.P., &c., .	R.C.
" . . .	36	12370	St. Brendan's Monas- tery, . . .	Birr, . . .	Rev. T. B. Molony, . .	R.C.

## IV.—LIST of NINETY-ONE NON-VESTED SCHOOLS taken into connexion during 1882—continued

County.	Dis- trict.	Sch. No.	School.	Parish.	Manager.	Religious Association.
<b>LINCOLN—con.</b>						
Louth, . . .	25	12266	Shelagh, . . . m.	Croggan, . . .	Rev. J. Rafferty, P.P., .	R.C.
" . . .	-	12267	Do., . . . f.	Do., . . .	Do., . . .	R.C.
" . . .	-	12305	Groomers, . . .	Carlingford, . . .	Thomas Chambers, esq.,	R.C.
Meath, . . .	57	12304	Bathcore, . . .	Bathcore, . . .	Rev. James Murphy, .	E.C.
Queen's Co., .	41	12231	Rush Hall, . . m.	Offoclona, . . .	Rev. J. Dunphy, P.P., .	R.C.
" . . .	-	12232	Do., . . . f.	Do., . . .	Do., . . .	R.C.
" . . .	-	12271	Knockree, . . .	Aghaboe, . . .	Rev. M. Howley, P.P., .	R.C.
Wexford, . . .	30	12320	Tullycanna, . . .	Amblessetown, . . .	Rev. James Boggan, .	R.C.
" . . .	49	12572	Michael, St., . .	St. Mary's, . . .	Rev. J. Kirwan, P.P., .	R.C.
Wicklow, . . .	40	12247	Ferrybank, . . .	Kilbride, . . .	Rev. Robert Orr, . . .	Wes.
" . . .	-	12268	Castlemacadam, . .	Castlemacadam, . .	Rev. W. Butler Dwyer, .	E.C.
" . . .	38	12315	Church Hill, . .	Donard, . . .	Rev. T. C. O'Connor, .	E.C.
" . . .	40	12384	Arklow, . . . m. inf.	Arklow, . . .	Rev. J. Dunphy, P.P., .	E.C.
<b>CONNAUGHT.</b>						
Galway, . . .	82	12234	Team Convent, . .	Team, . . .	Mrs. Mary McTooker, .	R.C.
" . . .	34	12241	Cranshaws, . . .	Cranshaws, . . .	Rev. J. Carahan, P.P., .	R.C.
" . . .	-	12243	Carna Convent, . .	Moyrus, . . .	Mrs. M. J. Lee, . . .	R.C.
" . . .	-	12245	Letterard, . . .	Do., . . .	Rev. T. J. Flannery, P.P.,	R.C.
" . . .	82	12250	Team Convent (2), .	Team, . . .	Mrs. M. M. M'Donnell, .	R.C.
" . . .	34	12251	Chilfen Convent, .	Onoy, . . .	Mrs. M. Y. Ryan, . . .	R.C.
" . . .	-	12272	Cusinstrough, . .	Do., . . .	Rev. P. Grady, P.P., .	R.C.
" . . .	-	12284	Ard, . . .	Moyrus, . . .	Rev. T. J. Flannery, P.P.,	R.C.
" . . .	32	12314	Angholegra, . . .	Team, . . .	Rev. Michael Henry, .	R.C.
" . . .	35	12371	St. Joseph's Convent,	Lickmelany, . . .	Mrs. Pelly, . . .	R.C.
Mayo, . . .	82	12239	Mt. St. Michael's' Convent,	Killeshin, . . .	Mrs. M. Columba Healy, .	R.C.
" . . .	26	12244	Snagborough, . . .	Aglish, . . .	Very Rev. J. Magee, P.P.,	R.C.
" . . .	-	12254	Castlebar Convent, .	Do., . . .	Mrs. Madden, . . .	R.C.
" . . .	-	12255	St. Patrick's Convent,	Angloval, . . .	Mrs. Cullen, . . .	R.C.
" . . .	32	12256	Ballinrobe Convent, .	Ballinrobe, . . .	Very Rev. J. Canon Rosnyne, P.P., .	R.C.
" . . .	20	12258	Pollabomas, . . .	Kilcommon, . . .	Rev. J. J. Melvin, P.P., .	R.C.
" . . .	26	12277	Shrubacra, . . .	Bohola, . . .	Rev. John O'Grady, P.P.,	R.C.
" . . .	-	12278	Strade, . . .	Strade, . . .	Rev. Jas. O'Donal, P.P.,	R.C.
" . . .	21	12301	Brookloun, . . . f.	Kilcomadiff, . . .	Vy. Rev. Dean Finn, P.P.,	R.C.
" . . .	26	12313	Llandrumas, . . .	Bohola, . . .	Rev. John O'Grady, P.P.,	R.C.
Roscommon, .	82	12357	Granshaun, . . .	Kintulla, . . .	Very Rev. P. M'Loughlin, P.P., V.O.,	R.C.
Sligo, . . .	20	12240	Scarmore, . . .	Castleconnor, . .	Very Rev. W. Jackson, .	E.C.
" . . .	21	12273	Carnalack, . . . m.	Acharry, . . .	Very Rev. M. D. Canon Scaunton, P.P., .	R.C.
" . . .	-	12274	Do., . . . f.	Do., . . .	Do., . . .	R.C.
" . . .	-	12325	Ballymote, . . . inf.	Emlefud, . . .	Very Rev. J. Canon M'Dermott, P.P., .	R.C.

V.—GENERAL SUMMARY OF OPERATION, BUILDING, and SUSPENDED SCHOOLS in connexion on 31st December, 1882.

County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.	Total.
Antrim, . . .	364	7	6	377	Kildare, . . .	102	—	3	105
Armagh, . . .	243	3	—	246	Kilkenny, . . .	124	—	4	128
Cavan, . . .	268	—	7	275	King's, . . .	116	4	2	122
Down, . . .	308	5	5	318	Longford, . . .	106	—	1	107
Fermanagh, . . .	173	2	1	176	Louth, . . .	55	1	3	59
Londonderry, . . .	202	2	2	206	Meath, . . .	177	3	8	180
Monaghan, . . .	170	1	2	173	Queen's, . . .	112	1	—	113
Tyrone, . . .	338	4	10	352	Westmeath, . . .	126	—	1	129
Clare, . . .	225	7	6	238	Wexford, . . .	130	—	3	133
Cork, . . .	686	38	5	729	Wicklow, . . .	105	—	1	106
Keery, . . .	325	15	7	347	Galway, . . .	332	21	11	364
Limerick, . . .	246	4	—	250	Leitrim, . . .	195	7	—	202
Tipperary, . . .	310	3	1	314	Maye, . . .	319	15	4	338
Waterford, . . .	130	—	3	133	Roscommon, . . .	233	1	—	234
Carlow, . . .	72	2	—	74	Sligo, . . .	102	12	—	114
Dublin, . . .	268	—	4	272	Total, . . .	7,705	102	102	7,909

VI.—LIST of SEVENTY-FIVE SCHOOLS, to which Building Grants were made during the year 1882.

County.	District.	Roll No.	School.	Parish.	How tested.
Antrim, . . .	9	12290	Linfield, . . .	Shankill, . . .	V.C.
" . . .	—	12291	Do. . . .	Do. . . .	V.C.
" . . .	4	12292	Ballybeg, . . .	Ahoghill, . . .	V.C.
Armagh, . . .	16	12293	Townsend, . . .	N. T. Hamilton, . . .	V.C.
" . . .	—	12294	Do. . . .	Do. . . .	V.C.
Down, . . .	5	12295	Aughashee, . . .	Templecarne, . . .	V.T.
" . . .	—	12296	Do. . . .	Do. . . .	V.T.
Fermanagh, . . .	13	12297	Irristown, . . .	Derryvullan, . . .	V.T.
" . . .	—	12298	Do. . . .	Do. . . .	V.T.
Tyrone, . . .	14	12299	Augh, . . .	Clagh, . . .	V.T.
" . . .	—	12300	Leamaghetty, . . .	Donnacree, . . .	V.C.
Clare, . . .	42	12301	Crook, . . .	Ischierona, . . .	V.T.
" . . .	—	12302	Do. . . .	Do. . . .	V.T.
" . . .	43	12303	Corbally, . . .	Kilkeogh, . . .	V.T.
Cork, . . .	58	12304	Lisgriffen, . . .	Kilmoe, . . .	V.T.
" . . .	—	12305	Do. . . .	Do. . . .	V.T.
" . . .	59	12306	Drimsnag, . . .	Drimsnag, . . .	V.T.
" . . .	—	12307	Do. . . .	Do. . . .	V.T.
" . . .	58	12308	Urban, . . .	Kilcatherine, . . .	V.C.
" . . .	—	12309	Do. . . .	Do. . . .	V.C.
" . . .	—	12310	Ardgroom, . . .	Do. . . .	V.C.
" . . .	—	12311	Do. . . .	Do. . . .	V.C.

VI.—List of SEVENTY-FIVE SCHOOLS to which Building Grants were made during the year 1882—*continued.*

County.	District.	Roll No.	School.	Parish.	How rated
Cork,	1	12263	Gegginshill, . . . m.	Ballinaboy, . . .	V.T.
		12264	Do. . . . . f.	Do. . . . .	V.T.
		60 12281	Walterstown, . . m.	Templerochin, . .	V.T.
	2	12282	Do. . . . . f.	Do. . . . .	V.T.
		61 12285	Glonskilly, . . . m.	Kilgariffe, . . .	V.T.
		55 12292	Canoona, . . . m.	Cannaway, . . .	V.T.
	3	12293	Do. . . . . f.	Do. . . . .	V.T.
		50 12319	Lough Ine, . . . m.	Tullagh, . . .	V.T.
		35 12320	Glashakinloen, . m.	Kilmanen, . . .	V.T.
	4	12321	Do. . . . . f.	Do. . . . .	V.T.
		12360	Roosnairree, . . m.	Kilmanartyr, . .	V.T.
		12361	Do. . . . . f.	Do. . . . .	V.T.
	5	50 12362	Lough Ine, . . . f.	Tullagh, . . .	V.T.
		48 12382	Curryglass, . . .	Magoola, . . .	V.T.
		58 12383	Cashengal, . . . m.	Myrossa, . . .	V.C.
	6	12384	Do. . . . . f.	Do. . . . .	V.C.
K. rr	7	57 12246	Knockeens, . . . f.	Caher, . . .	V.C.
		54 12222	Killennagh, . . m.	Ballinavoher, . .	V.C.
		12223	Do. . . . . f.	Do. . . . .	V.C.
	8	12354	Clogher, . . . m.	Ballymacelligott, .	V.T.
		12355	Do. . . . . f.	Do. . . . .	V.T.
		12356	Strand-street, . .	Tralee, . . .	V.T.
	9	51 12385	Mungret, . . . m.	Mungret, . . .	V.T.
		39 12368	Knockmann, . . m.	Abbeyfeale, . . .	V.T.
		12369	Do. . . . . f.	Do. . . . .	V.T.
	10	47 12345	Rathanna, . . . m.	Kiltemel, . . .	V.T.
		12346	Do. . . . . f.	Do. . . . .	V.T.
	11	36 12294	St. Cronan's, . . m.	Lusmagh, . . .	V.T.
		12295	Do. . . . . f.	Do. . . . .	V.T.
		12343	Shinrone, . . . m.	Shinrone, . . .	V.T.
	12	12344	Do. . . . . f.	Do. . . . .	V.T.
Galway,	13	34 12310	Brierhill, . . .	Oranmore, . . .	V.T.
		12337	Clifden, . . . m.	Omev, . . .	V.T.
		12338	Inishmaine, . . m.	Inishmann, . . .	V.T.
	14	12339	Do. . . . . f.	Do. . . . .	V.T.
		12340	Killeeny, . . .	Inishmore, . . .	V.T.
		12341	Inishkeer, . . .	Inishkeer, . . .	V.T.
	15	12342	Orengearreen, . .	Inishmore, . . .	V.T.
		33 12352	Mount Bellaw, . m.	Maylough, . . .	V.T.
		12353	Do. . . . . f.	Do. . . . .	V.T.
	16	54 12367	Omev Island, . .	Omev, . . .	V.T.
		31 12317	Kilnagros, . . . m.	Kilnagbert, . . .	V.T.
		12318	Do. . . . . f.	Do. . . . .	V.T.
Mayo,	17	32 12287	Loughmamon, . . f.	Kilcoleman, . . .	V.C.
		26 12335	Tecumee, . . . m.	Behola, . . .	V.T.
		12336	Do. . . . . f.	Do. . . . .	V.T.
	18	32 12350	The Nenele, . . m.	Kilmolara, . . .	V.T.
		12351	Do. . . . . f.	Do. . . . .	V.T.
		30 12373	Augbleam, . . .	Kilmore, . . .	V.T.
	19	31 12374	Cloogallane, . . m.	Kilcanduff, . . .	V.T.
		12375	Do. . . . . f.	Do. . . . .	V.T.
		12308	Beninadden, . . m.	Clooneughill, . .	V.T.
	20	12309	Do. . . . . f.	Do. . . . .	V.T.



VII.—FOUR STRUCK-OFF SCHOOLS restored to Roll during year ended 31st December, 1882.

County.	Dist.	Roll No.	School.	Parish.
Cavan, . . .	24	11930	Lisgar,* . . .	Ballibero'.
Monaghan, . . .	18	10175	Drumgole, . . .	Ennatis.
Clara, . . .	42	3490	Drummoylea,* . . .	Peakle.
Leitrim, . . .	12	6046	Glasdrummon,* . . .	Killamet.

VIII.—ONE SCHOOL removed from Suspended List during year ended 31st December, 1882.

County.	Dist.	Roll No.	School.	Parish.
Tyrone, . . .	6	10133	Altadohill,† . . .	Ardsraw.

IX.—FIVE SCHOOLS placed on Suspended List during year ended 31st December, 1882.

County.	Dist.	Roll No.	School.	Parish.
Tyrone, . . .	6	10133	Altadohill,† . . .	Ardsraw.
Disto, . . .	7A	4926	Drumcraw, . . .	Derrybarna.
Kerry, . . .	55	2965	Rathmore, . . .	Kilcommin.
Dublin, . . .	49	1296	Stillorgan, . . .	Stillorgan.
Galway, . . .	34	4567	Oranmore, . . .	Oranmore.

\* Struck off and restored during 1882.

† Suspended and removed from Suspended list during 1882.

X.—LIST OF SIXTY-SEVEN NON-VESTED SCHOOLS struck off the Roll during 1882.

County.	Dist.	Roll No.	School.	Parish.	Reasons for striking School off Roll.
Antrim, . . .	8	8366	Market-square, f.	Blaris, . . .	Amalgamated with 8365.
" . . .	"	8725	York-st. (2), m.	Shankill, . . .	" 8729.
" . . .	"	14	Lagoniel, . . .	" . . .	Removed from Vested List and struck off.
Armagh, . . .	19	10873	Carrinshiga, . . .	Killeavy, . . .	Re-purchased by local parties.
Cavan, . . .	24	11930	Lisgar,* . . .	Ballibero'.	Closed.
" . . .	23	6822	Cleonecco, . . .	Drumhamon, . . .	Not required in locality.
" . . .	"	9662	Cleonevid, . . .	" . . .	Badly conducted and house out of repair.
Donegal, . . .	5	6100	Murray, . . .	Killybegs, Up., . . .	Superseded by 12064.
" . . .	6	11687	Agabiel, . . .	Stanniclar, . . .	Amalgamated with 8824.
" . . .	"	11505	Lifford, . . .	Cloonleigh, . . .	Permanently closed.
" . . .	1	8425	Myrath, . . .	Raymunderdoney, . . .	Ceased to be conducted as a National School.
" . . .	"	8026	Erris, . . .	Raymochy, . . .	Inoperative.
" . . .	5	2150	Ardam, . . .	Killybegs, Lr., . . .	Do.
" . . .	1	11182	Drumlodge, . . .	Leck, . . .	Amalgamated with 1733.
Down, . . .	19	7720	Tamary, . . .	Clonduff, . . .	Inoperative.
" . . .	17	2983	Leggysgowan, . . .	Saintfield, . . .	Average insufficient.
" . . .	10	10406	Comber, . . .	Comber, . . .	Not required in locality.
" . . .	"	10407	" . . .	" . . .	Amalgamated with 4584.
Fermanagh, . . .	14	6879	Mullanvann, . . .	Clones, . . .	Superseded by 11930.
" . . .	13	5763	Coolmans, . . .	Derryvullen, . . .	" 12061.
" . . .	"	8055	Maguire'sbridge, . . .	Aghalureher, . . .	" 12044.
Tyrone, . . .	14	5053	Turabkea, . . .	Errol Kenneque, . . .	Average insufficient.
" . . .	"	5524	Rathmakin, m.	Ternonmaguirk, . . .	Useless and not required in locality.
" . . .	15	11247	Brackaville,† ev.	Donaghendry, . . .	Inoperative.

\* Restored to Roll during 1882.

† This evening school had a separate Roll No.

## X.—LIST OF SIXTY-SEVEN NON-VESTED SCHOOLS struck off the ROLL during 1882—con.

County.	District.	Roll No.	School.	Parish.	Reasons for striking School off Roll.
Tyrone, . . .	14	7935	Tattyskeerin, .	Clogherney, .	Average insufficient.
" . . .	"	414	Fort, . . .	Krignel Kessogues, .	Inoperative.
" . . .	"	7045	Killadroy, . .	Clogherney, .	Superseded by 12129.
Clara, . . .	42	3400	Drummstown, .	Yenkie, . . .	House in danger of falling.
" . . .	"	7975	Clenauker, . .	Tongrauer, . .	Superseded by 11992.
Cork, . . .	48	460	Whitegate, m.	Corkbegg, . .	" 11863.
" . . .	"	7948	" f.	" . . .	" 11893.
" . . .	56	11110	Adals, . . .	Fernoy, . . .	Amalgamated with 10523.
" . . .	61	10726	Kinsale (3), .	Kinsale, . . .	Inoperative.
" . . .	56	11103	Mallow, . . .	Mallow, . . .	Superseded by 12001.
Kerry, . . .	57	6380	Firies, . . .	Keehanave, . .	" 10939.
" . . .	"	11318	Bulaghspate, .	Killendagh, . .	" 11417.
" . . .	"	11319	Portmagee, f.	" . . .	" 11419.
" . . .	"	10401	Banglah, . . .	Glenbagh, . . .	" 10982.
Limerick, . .	51	560	Clonkeen, . .	Clonkeen, . .	Inoperative.
" . . .	46	1756	Cloverfield, m.	Aglish Cormick, .	Amalgamated with 1773.
Tipperary, . .	"	10621	Kilross, . . m.	Clonbeg, . . .	Superseded by 11797.
" . . .	"	10622	" f.	" . . .	" 11798.
Dublin, . . .	87	7482	Nth. Anne-st. Inf.	St. Michan's, . .	Amalgamated with 6513.
King's, . . .	41	12084	Garryhinah, . .	Clooneyburke, . .	Incompetent teacher in charge.
Longford, . .	20	4028	Glyn, . . .	Ardagh, . . .	Superseded by 12136.
Louth, . . .	23	10116	Courthana, . .	Craggan, Upper, .	Request of Manager.
Meath, . . .	24	1725	Killagriff, . . m.	Maybologues, . .	Amalgamated with 3876.
Westmeath, . .	33	8950	Glacora, . . m.	Mullingar, . .	Average insufficient.
" . . .	"	5392	Rath, . . .	Street, . . .	Amalgamated with 5391.
Wicklow, . . .	40	9192	Ballymoyle, . .	Emersilly, . . .	Request of Manager.
" . . .	38	6177	Blessington, f.	Blessington, . .	Amalgamated with 6176.
Galway, . . .	33	9487	Belmont, . . .	Liskeevy, . . .	Superseded by 12001.
" . . .	34	6923	Kingstown, . .	Omev, . . .	" 12003.
" . . .	35	1005	Woodlawn, . .	Killman, . . .	Average insufficient.
Letcham, . . .	12	8210	Glencar, . . .	Killhanet, . . .	Average insufficient.
" . . .	"	6046	Glendrumman,*	" . . .	House unsuitable.
" . . .	26	8671	Broomstreet, . .	Cloone, . . .	Not required in locality, and average insufficient.
" . . .	"	10159	Anna Lloyd, . .	" . . .	Inoperative.
" . . .	23	2385	Lisduff, . . .	Killagher, . . .	Superseded by 12103-4.
Mayo, . . .	21	6708	Callow, . . m.	Killasser, . . .	" 11939.
" . . .	"	7218	" f.	" . . .	" 11921.
Roscommon, . .	27	11277	Roscommon (2), .	Roscommon, . .	Average insufficient.
Sligo, . . .	23	1101	Kilmorgan, . .	Kilmorgan, . .	House property of teacher's father who usurps the functions of Manager.
" . . .	21	8176	Tunmogh, . . .	Kilshelvy, . . .	Superseded by 12001.
" . . .	23	10824	Hollybrook, . .	Auganagh, . . .	Inoperative.
" . . .	20	7562	Quigahar, . . .	Kilginn, . . .	Superseded by 12006.
" . . .	12	11779	Colloony, f.	Ballysadare, . .	Average insufficient.

## XL.—ONE BUILDING GRANT cancelled during 1882.

County.	District.	Roll No.	School.	Parish.
Galway, . . .	34	12104	Aillebrack, . . f.	Ballinacoon.

† Restored to Roll during 1883.

## APPENDIX G.

L.—LIST of ONE HUNDRED and SIXTY WORKHOUSE SCHOOLS in connexion on 31st December, 1882, with the Total Number of Pupils on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ended 31st December, 1882.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		<b>ANTRIM.</b>					<b>CLARE.</b>		
3	3033	Ballycastle, .	30	15	42	3406	Scariff, .	43	26
-	3030	Ballymoney, .	52	30	-	3334	Ennistymon, .	60	31
4	3043	Ballymena, .	147	70	-	6139	Tulla, .	54	31
-	6314	Antrim, .	78	42	-	6330	Ballyvaughan, .	72	49
8	8781	Lisburn, .	66	40	-	6305	Corrin, .	30	22
11	3053	Larne, .	61	36	45	3286	Ennis, .	139	101
9	3048	Belfast, .	201	300	-	3430	Kilrush, .	99	53
					-	6224	Killybegs, .	47	34
		<b>ARMAGH.</b>					<b>COOK.</b>		
11	11300	Lurgan, .	116	32					
16	10412	Armagh, .	130	73					
19	10280	Newry, .	167	77	48	3165	Midleton, .	106	66
					-	6121	Youghal, .	71	30
		<b>CAVAN.</b>			55	3023	Kanturk, .	184	80
23	3420	Cavan, .	96	62	-	4096	Macrae, .	84	55
24	3447	Bailinacorney, .	33	24	-	6012	Millstreet, .	106	62
-	3644	Coothill, .	42	23	56	3243	Fermoy, .	79	50
31	6210	Bawnboy, .	36	17	-	3651	Mallow, .	111	30
					-	6216	Michaelstown, .	82	61
		<b>DONNIGAL.</b>			58	4411	Bantry, .	42	32
1	4932	Milford, .	92	16	-	5893	Castletown, .	53	26
-	4975	Latterkenney, .	78	17	-	6140	Skull, .	30	22
-	5057	Dunfanaghy, .	Inoperative.		59	3417	Skibberden, .	119	90
-	7714	Glenier, .	20	18	-	3565	Dunmanway, .	75	42
2	3063	Innishowen, .	85	19	60	3543	Cork, .	643	263
5	4313	Donnigal, .	39	22	61	4923	Kinsale, .	59	25
-	4339	Ballyvaughan, .	33	14	-	6123	Bandon, .	44	21
					-	6043	Glouanville, .	85	53
		<b>DOWN.</b>					<b>KERRY.</b>		
10	3350	Newtownards, .	121	71					
11	3068	Berkebridge, .	77	43					
17	10070	Downpatrick, .	57	26	39	4314	Lisdoon, .	64	20
19	11820	Kilkeel, .	33	21	54	5809	Trillick, .	266	156
					-	5324	Dingle, .	53	29
		<b>FERMANAGH.</b>			57	4340	Kilgarney, .	150	101
13	10795	Enniskillen, .	97	56	-	4396	Cahercreehan, .	30	20
-	11305	Lisnakea, .	29	16	58	4670	Kenmare, .	76	26
-	11404	Inchinstown, .	26	14					
		<b>LONDONDERRY.</b>					<b>LIMERICK.</b>		
2	3381	Londonderry, .	90	50	39	6021	Glin, .	70	34
-	3087	Lisnavady, .	56	29	51	5058	Limerick, .	553	276
3	3301	Colebrook, .	42	20	52	3040	Newcastle, .	102	73
7A	10325	Magherafelt, .	68	38	-	3066	Kilmallock, .	162	92
		<b>MONAGHAN.</b>			-	8415	Bathkeale, .	66	32
10	3388	Monaghan, .	47	24	-	6013	Croom, .	46	28
-	7812	Clones, .	15	12					
-	7884	Castledown, .	91	52					
24	5060	Carrickmacross, .	50	34					
		<b>TYRONE.</b>			36	3414	Rosrea, .	56	20
6	3089	Castlederg, .	23	13	-	3519	Nenagh, .	30	40
-	6315	Stranish, .	69	38	-	6031	Berrinokane, .	21	18
7A	3074	Cookstown, .	58	27	43	3647	Thurles, .	104	54
14	6316	Omagh, .	78	32	46	3142	Tippinry, .	98	53
-	11384	Clogher, .	37	15	53	3358	Cashel, .	176	116
15	9823	Dungannon, .	68	27	-	3443	Clogheen, .	103	64
					-	3346	Carrick-on-Suir, .	98	52
		Total for Ulster,	3,264	1,619	-	12963	Claonmel, .	129	76

I.—LIST of ONE HUNDRED and SIXTY WORKHOUSE SCHOOLS in connexion on 31st December, 1882, with the Total Number of Pupils on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ended 31st December, 1882—*continued*.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.	District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
<b>WATERFORD.</b>					<b>WEXFORD.</b>				
43	3418	Lismore, . . .	48	25	43	3330	New Ross, . . .	124	73
-	12220	Dungarvan, . .	101	51	50	3508	Wexford, . . .	170	101
43	3826	Waterford, . .	358	173	-	3674	Runkerry, . . .	82	56
-	8745	Kilmeathomas, .	57	35	-	10954	Gorey, . . .	53	27
Total for Munster,			5,637	3,076	<b>WICKLOW.</b>				
<b>CARLOW.</b>					40	3333	Rathdrum, . . .	89	44
44	11154	Carlow, . . .	107	57	-	3379	Shillelough, . .	69	43
<b>DUBLIN.</b>					44	11180	Baltinglass, . .	54	30
80	3144	Balrothery, . .	47	28	Total for Leinster,				
-	7187	Dublin, North, .	638	200					
40	3265	Rathdown, . . .	179	100					
<b>KILDARE.</b>					<b>GALWAY.</b>				
87	8334	Celbridge, . . .	41	10	27	6733	Glennasmaddy, .	43	31
85	3155	Nass, . . .	94	44	32	5448	Tam, . . .	57	35
44	3863	Athy, . . .	132	54	-	6563	Mountbellew, . .	33	23
<b>KILKENNY.</b>					84	3385	Galway, . . .	116	67
43	6025	Ulingford, . . .	62	36	-	3323	Cliffen, . . .	43	30
44	6047	Castlemore, . .	57	34	-	5992	Oughterard, . .	21	16
47	3378	Callan, . . .	75	51	35	3306	Loughrea, . . .	42	21
-	3507	Kilkeny, . . .	135	89	-	6734	Portumna, . . .	46	22
-	6278	Thomastown, . .	60	41	42	7019	Ballinasloe, . .	79	51
<b>KING'S.</b>					-	3379	Gort, . . .	50	35
36	7989	Parsonstown, . .	67	35	<b>LITTIM.</b>				
37	3364	Edenderry, . . .	58	29	12	3603	Manorhamilton, .	36	23
41	3446	Tullamore, . . .	114	64	23	3533	Car-on-Shannon, .	120	76
<b>LONGFORD.</b>					28	3419	Mohill, . . .	92	57
38	3358	Longford, . . .	84	44	<b>MAYO.</b>				
-	8596	Granard, . . .	94	59	30	3889	Bellina, . . .	67	30
-	6811	Ballymahon, . .	44	17	-	8474	Belmullet, . . .	40	19
<b>LOUTH.</b>					-	9221	Killala, . . .	33	20
25	3877	Dundalk, . . .	76	32	21	4895	Swineford, . . .	58	36
-	3382	Ardee, . . .	49	23	26	4253	Castlebar, . . .	47	30
<b>MEATH.</b>					-	4727	Westport, . . .	44	24
25	3340	Drogheda, . . .	51	24	-	6168	Newport, . . .	39	14
29	3143	Dunshaughlin, .	14	7	32	5117	Ballinrobe, . . .	75	56
-	5280	Trim, . . .	62	30	-	6143	Claremorris, . .	55	32
-	8409	Nasra, . . .	56	27	<b>ROSCOMMON.</b>				
-	8410	Kells, . . .	31	31	22	3289	Boyle, . . .	108	79
-	3344	Oldcastle, . . .	81	41	27	3870	Roscommon, . . .	81	58
<b>QUEEN'S.</b>					-	4933	Castleross, . . .	99	56
41	4315	Mounmellick, . .	87	45	-	6123	Srokostowna, . .	69	48
-	9806	Donaghmore, . .	49	26	<b>SLEIGO.</b>				
-	10810	Abbeyleix, . . .	61	46	12	3339	Sleigo, . . .	70	44
<b>WEXHAMPTON.</b>					20	6560	Dromore West, .	41	33
33	3630	Mullingar, . . .	102	62	21	8219	Toberry, . . .	60	30
-	6566	Delvin, . . .	27	19	Tot. for Connaught				
35	8274	Athlone, . . .	94	48					
								1,744	1,101

## SUMMARY OF WORKHOUSE SCHOOLS IN CONNEXION.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance.
7	Antrim, . . .	1,313	549	8	King's, . . .	239	148
3	Armagh, . . .	413	182	3	Longford, . . .	222	120
4	Cavan, . . .	212	131	2	Lenth, . . .	125	55
7	Donegal, . . .	185	99	6	Meath, . . .	295	160
4	Down, . . .	200	101	3	Queen's, . . .	156	117
3	Fermanagh, . . .	182	96	3	Westmeath, . . .	223	124
4	Londonderry, . . .	263	137	4	Wexford, . . .	426	257
4	Monaghan, . . .	202	122	3	Wicklow, . . .	212	125
6	Tyrone, . . .	833	152				
42	Total for Ulster, . . .	3,364	1,619	39	Total for Leinster, . . .	3,507	1,913
8	Clare, . . .	359	359	10	Galway, . . .	536	329
17	Cork, . . .	1,568	1,025	3	Lettim, . . .	245	156
6	Kerry, . . .	648	368	9	Mayo, . . .	438	269
6	Limerick, . . .	1,036	535	3	Meath, . . .	357	241
9	Tipperary, . . .	800	506	3	Sligo, . . .	171	106
4	Waterford, . . .	562	267	29	Total for Connaught, . . .	1,744	1,101
50	Total for Munster, . . .	5,007	3,076	42	Schools in Ulster, . . .	3,364	1,619
1	Carlow, . . .	107	57	50	" in Munster, . . .	5,007	3,076
3	Dublin, . . .	964	313	39	" in Leinster, . . .	3,507	1,913
3	Kildare, . . .	207	116	29	" in Connaught, . . .	1,744	1,101
5	Kilkenny, . . .	389	251	160	Gross Total, . . .	14,832	7,769

## II.—LIST OF THREE LUNATIC ASYLUM SCHOOLS in connexion on 31st December, 1882.

County.	District.	Roll No.	School.	Parish.
Dublin, . . .	30	8,063	Richmond, . . . m.	Grange-green.
Ditto, . . .	—	8,936	Ditto, . . . f.	Ditto.
Sligo, . . .	12	9,082	Sligo, . . . f.	Kilmacshilga.

## III.—LIST OF TWO HUNDRED AND TWENTY-FOUR CONVENT AND MONASTERY SCHOOLS in connexion on the 31st December, 1882, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the Year ended 31st December, 1882.

Roll No.	District.	School.	Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.	Roll No.	District.	School.	Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.
		ULSTER.					CO. ARMAGH.		
7059	8	Co. ANTRIM.			9719	11	Edward-street, f.	418	165
18556	—	Oramlin-road, f.	757	309			Do. . . . . evg.	167	40
10871	—	St. Catherine's, f.	411	173	0220	16	Ms. St. Catherine's, f.	411	241
8046	9	Castle-st. (Lisburn)	191	74	10856	—	Keedy, . . . f.	307	156
		St. Malachy's, f.	587	252	11752	—	Middletown (2), f.	157	78
		Do. . . . . evg.	216	67	7506	19	Canal-street, f.	497	213
	4	Total, . . .	2,094	875		5	Total, . . .	1,977	833

III.—LIST of TWO HUNDRED and TWENTY-FOUR CONVENT and MONASTERY SCHOOLS in connexion on the 31st December, 1882, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the year ended 31st December, 1882—continued.

Roll No.	District.	School.	Total No. of Pupils for any place on Roll within the Year ended 31st Dec., 1902.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1902.	Roll No.	District.	School.	Total No. of Pupils for any place on Roll within the Year ended 31st Dec., 1902.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1902.
ULSTER—con.					MUNSTER—con.				
CO. CAVAN.					CO. COKE.				
8480	23	Cavan, . . f.	367	141	512	48	Middleton, . . f.	802	48
10170	-	Ballyjamesduff, f.	252	114	3820	-	Yeaghall, . . f.	796	420
1788	-	Belturbet, . . f.	200	88	1541	52	Charleville, . . f.	545	291
12093	-	Cootehill, Infant.	152	62	2278	55	Millstreet, . . f.	535	296
	4	Total, . . .	879	405	10847	-	Macroom, . . f.	883	379
					10232	-	Kanturk, . . f.	320	193
CO. DOWGL.						58	Fermoy, . . f.	708	363
9278	2	Meville, . . f.	115	63	4260	-	Donemile, . . f.	414	203
19609	-	St. Patrick's, . f.	261	86	4680	-	Mallow, . . f.	625	470
7593	5	Ballyshannon, (2) f.	278	151	11855	-	Bettwinn, . . f.	230	141
10601	-	Magheracarr, f.	166	77	9181	58	Bantry, . . f.	415	226
					9323	-	Castletown, . f.	371	153
	4	Total, . . .	920	307	8430	59	Schibberon (2), f.	681	360
					3609	60	Gt. George's-st.		
CO. DOWN.							Lancasterian, m.	050	363
10253	17	Mt. St. Patrick, f.	310	150	5540	-	Blackrock, . . f.	183	122
243	19	High-street, . f.	730	410	5809	-	Douglas-street, m.	1,330	452
9725	-	Rostrevor, . . f.	204	83	6153	-	St. Finbar's, . f.	1,819	802
	3	Total, . . .	1,244	637	6576	-	Queenstown, . f.	1,237	783
					6520	-	St. Joseph's, . f.	1,012	432
CO. FERNANAGH.							Carrigtwohill,* f.	223	115
7497	13	Enniskillen,* f.	369	208	7419	-	Passage West, f.	411	245
	1	Total, . . .	369	200	8414	-	Greeshaven,* f.	282	187
					9474	-	Norwood, . . f.	182	77
CO. L'DERRY.							Clarence-street, f.	1,667	789
6168	2	St. Columb's (2), f.	1,120	470	12074	-	Kinsale, . . f.	756	407
	1	Total, . . .	1,120	476	12318	61	Bandon, . . f.	812	409
					4572	-	Clonskilly, . . f.	905	533
					5257		Total, . . .	18,694	9,727
					7651	37			
CO. MONAGHAN.					CO. KERRY.				
359	18	Monaghan,* f.	447	230	4062	39	Listowel, . . f.	672	346
	1	Total, . . .	447	230	11849	-	Lixnaw, . . f.	302	110
					530	54	Dingle,* . . f.	498	296
CO. TYRONE.							Trillick,* . . f.	1,042	506
10110	6	Strabane, . . f.	715	332	1859	-	Milltown, . . f.	424	196
6328	14	Omagh, . . f.	578	161	3655	-	Milltown,* . m.	814	130
	2	Total, . . .	1,293	533	6316	-	Castleisland, f.	865	411
					9206	-	Trillick (2), f.	341	266
MUNSTER.							Moyderwell, f.	817	406
CO. CLARE.							Rathmore,* . f.	306	141
10644	42	Ennistymon, . f.	382	174	11278	55	Killarney,* . f.	790	439
7299	45	Kilrush, . . f.	265	177	833	57	Do,* . . m.	470	161
7515	-	Ennis, . . f.	888	360	1793	-	Caherdivney,* f.	578	281
11890	-	Kilkee, . . f.	240	91	2384	-	Killarney (2),* f.	575	261
	4	Total, . . .	1,689	810	6654	-	Sneem, . . f.	254	111
					11706	58	Kemmare,* . f.	606	341
					6320	16	Total, . . .	9,920	4,541
CO. LIMERICK.									
10644	42	Ennistymon, . f.	382	174	7489	39	Abbeyfeale, . . f.	500	251
7299	45	Kilrush, . . f.	265	177	10106	46	Doon, . . . f.	303	141
7515	-	Ennis, . . f.	888	360					
11890	-	Kilkee, . . f.	240	91					
	4	Total, . . .	1,689	810					

\* This school is conducted by classed teachers.



III.—LIST of TWO HUNDRED and TWENTY-FOUR CONVENT and MONASTERY SCHOOLS in connexion on the 31st December, 1882, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, for the Year ended 31st December, 1882—continued.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.	Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.
<b>LEINSTER—con.</b>					<b>LEINSTER—con.</b>				
857	28	Co. LONGFORD.			2277	40	Co. WICKLOW.		
3865	-	Longford, . f.	167	75	5237	40	Arklow, . f.	467	196
8546	-	Ballymahon, . f.	190	87	7188	-	Duignan, . f.	78	39
16701	-	Newtownforbes, . f.	248	122	10102	-	Bray (3), . f.	413	214
12098	-	Granard, . f.	225	94	10418	-	St. Michael's, . f.	191	76
	-	Templemichael, . f.	373	165	972	44	Wicklow, . f.	310	174
	5	Total, . .	1,268	543			Balinglass, . f.	136	104
		<b>Co. LOUTH.</b>				6	Total, . .	1,587	893
851	25	Drogheda, . f.	1,022	604			<b>CONNAUGHT.</b>		
5387	-	Dundalk (2), . f.	957	517	12234	32	Co. GALWAY.		
8445	-	Ardee (2), . f.	365	185	12230	-	Tuam, . f.	348	168
10475	-	Drogheda, . inst.	415	236	1013	34	Do. (2), . f.	280	35
	4	Total, . .	2,759	1,512	1016	-	Rahoon, . f.	509	251
		<b>Co. MEATH.</b>			4515	-	Galway, . m.	606	268
2082	25	St. Mary's, . f.	368	260	8322	-	Newtown Smith, . f.	825	537
888	29	Nanna (1),* . f.	278	142	8795	-	Oughterard, . f.	430	234
7472	-	Do. (2), . f.	681	330	12181	-	Oranmore, . f.	285	194
10513	-	Trim, . f.	413	230	12243	-	Clonsilla, . f.	230	191
12068	-	Kells, . f.	498	275	12251	-	Carna, . f.	192	65
	5	Total, . .	2,238	1,236	6038	35	Cliden, . f.	202	153
		<b>QUEEN'S Co.</b>			12871	-	St. Vincent's, . f.	710	432
902	41	Cooke-street, . f.	333	122	8138	-	Ballinasloe, . f.	401	227
1556	-	Ballyroan, . f.	198	93	8196	42	St. Joseph's, . f.	174	116
1856	-	Maryborough, . f.	424	179	11787	-	Geet (2), . f.	415	222
3526	-	Abbeyleix, . f.	289	140		15	Kilnara, . f.	297	114
7183	-	Mountmellish, . f.	398	214	14013	22	Total, . .	6,635	3,197
7442	-	Borris-in-Omory, . f.	116	59	3083	28	<b>Co. LINTIN.</b>		
6497	44	Stradbally, . f.	348	210	10852	31	Car.-on-Shannon, . f.	238	115
	7	Total, . .	1,907	1,017			Mahill, . f.	405	198
		<b>Co. WESTMEATH.</b>					Ballinacorney, . f.	143	69
834	33	Mullingar, . f.	458	249	6215	20	Total, . .	838	357
6074	-	Rochford Bridge, . f.	212	117	7713	21	<b>Co. MAYO.</b>		
8682	-	Moate, . f.	280	147	12254	26	Ballina, . f.	737	298
12179	41	Kilbeggan, . f.	398	137	12255	-	Swinsford, . f.	410	291
	4	Total, . .	1,290	650	12256	32	Castlebar, . f.	380	145
		<b>Co. WEXFORD.</b>					St. Patrick's, . f.	633	343
967	49	New Ross, . f.	529	228	12256	-	Mt. St. Michael's, . f.	340	125
9047	-	Do. (2), . f.	539	256			Ballinrobe, . f.	437	213
18622	-	Rossmore, . f.	74	32	18530	22	Total, . .	2,957	1,309
969	50	Wexford, . f.	1,287	663	7938	27	<b>Co. ROSCOMMON.</b>		
3634	-	Newtownbarny, . f.	162	77	10033	35	Abbeystown, . f.	311	102
3634	-	Gorey, . f.	232	131	7722	-	Roscommon, . f.	479	296
4942	-	Wexford, . i.	697	313			Abbeystown, . f.	370	206
6958	-	Enniscorthy, . f.	697	317			St. Peter's, . f.	411	170
8221	-	Templemichael, . f.	331	136		4	Total, . .	1,579	834
11361	-	Paytho, . f.	500	297	5831	12	<b>Co. SLIGO.</b>		
	10	Total, . .	4,978	2,440		1	Sligo, . f.	705	395
							Total, . .	705	395

\* This school is conducted by clerical teachers.



## CONVENT AND MONASTERY SCHOOLS—SUMMARY.

SUMMARY OF ULSTER.				SUMMARY OF MUNSTER.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.
Antrim, . . .	4	2,094	375	Clare, . . .	4	1,869	810
Armagh, . . .	5	1,977	388	Cork, . . .	27	18,694	9,727
Cavan, . . .	4	979	403	Kerry, . . .	10	9,020	4,542
Donegal, . . .	4	820	337	Limerick, . . .	11	6,367	3,283
Down, . . .	3	1,244	637	Tipperary, . . .	15	7,474	3,668
Fermanagh, . . .	1	369	208	Waterford, . . .	11	8,984	3,094
Londonderry, . . .	1	1,120	476	Total, . . .	84	47,423	24,826
Monaghan, . . .	1	447	239				
Tyrene, . . .	2	1,903	538				
Total, . . .	25	10,143	4,664				

SUMMARY OF LEINSTER.				SUMMARY OF CONNAUGHT.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.
Carlow, . . .	5	1,841	889	Galway, . . .	15	6,603	3,197
Dublin, . . .	18	14,457	6,368	Leitrim, . . .	3	886	357
Kildare, . . .	9	2,506	1,181	Mayo, . . .	6	2,957	1,309
Kilkenny, . . .	6	1,756	946	Roscommon, . . .	4	1,579	854
King's, . . .	7	2,580	1,420	Sligo, . . .	1	705	395
Longford, . . .	5	1,209	543	Total, . . .	29	12,812	6,112
Louth, . . .	4	2,759	1,512				
Meath, . . .	5	2,238	1,236				
Queen's, . . .	7	1,997	1,017				
Westmeath, . . .	4	1,290	630				
Wexford, . . .	10	4,978	2,440				
Wicklow, . . .	6	1,587	803				
Total, . . .	85	39,145	18,992				

SUMMARY IN PROVINCES OF THE FOREGOING.			
PROVINCES.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1882.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1882.
Ulster, . . .	25	10,143	4,664
Munster, . . .	84	47,423	24,826
Leinster, . . .	86	39,145	18,992
Connaught, . . .	29	12,812	6,112
Total, . . .	224	100,523	54,694

## IV.—LIST of 72 ISLAND SCHOOLS in connexion on 31st December, 1882.

County.	Dist.	Roll No.	Name of School.	County.	Dist.	Roll No.	Name of School.
Antrim, . . .	3	9372	Bethlin Island.	Cork, . . .	58	19248	Dursey Island.
Donegal, . . .	1	4739	Gala " "	Ditto, . . .	-	7452	Laurence Cove, m. } Bear Island.
Ditto, . . .	-	5164	Tory " "	Ditto, . . .	-	7453	Do. f. }
Ditto, . . .	-	5278	Owey " "	Ditto, . . .	-	7454	Ballinakilla Cape Clear, m. } Clear Island.
Ditto, . . .	-	5465	Rutland " "	Ditto, . . .	59	530	Do. f. }
Ditto, . . .	-	5899	Inishfree " "	Ditto, . . .	-	5357	Do. m. }
Ditto, . . .	-	6571	Arranmore " "	Ditto, . . .	-	1275	Sherkin Island; m. }
Ditto, . . .	-	9794	Inishkeeragh Island.	Ditto, . . .	-	4839	Do. f. }
Ditto, . . .	-	10371	Cesit Island.	Ditto, . . .	-	2261	Rongareague Island.
Ditto, . . .	-	11842	Arranmore (2) Island, Inch, f. "	Ditto, . . .	-	7335	Hare " "
Ditto, . . .	2	9990	" "	Ditto, . . .	60	3195	Hollowline " "
Fermanagh, . . .	13	11257	Inniskiske " "	Ditto, . . .	-	4701	Spike " m. l.
Ditto, . . .	14	8402	Dromgahan " "	Ditto, . . .	-	8918	Do. " "
Ditto, . . .	-	11853	Boa " "	Kerry, . . .	54	9337	Blacket Island.
Clare, . . .	45	6549	Coney Island.	Ditto, . . .	57	7887	Knights-town, m. }
Ditto, . . .	-	10316	Seastery " "	Ditto, . . .	-	7888	Do. f. }
Ditto, . . .	-	11940	Horse " "	Ditto, . . .	-	10721	Corobeg, m. }
Ditto, . . .	-	13918	Low " "	Ditto, . . .	-	10722	Do. f. }
Cork, . . .	58	5868	Long " "	Ditto, . . .	-	10819	Valentia, m. }
Ditto, . . .	-	6463	Waddy " "	Ditto, . . .	-	10820	Do. f. }

IV.—LIST of 72 ISLAND SCHOOLS in connexion on 31st December, 1882—*con.*

County.	Dist.	Roll No.	Name of School.	County.	Dist.	Roll No.	Name of School.
Dublin, .	90	6118	Lambay Island.	Mayo, .	26	2307	Slieveone
Galway, .	34	6813	Kilrounne, m. }	Do., .	-	2308	Deeress
Do., .	-	11444	Do. f. }	Do., .	-	2309	Deoga
Do., .	-	9849	Killenny, }	Do., .	-	7333	Deogh
Do., .	-	10252	Outquater, }	Do., .	-	8309	Bennacary
Do., .	-	8870	Oney Island.	Do., .	-	8547	Valley
Do., .	-	9543	Leshmullen "	Do., .	-	9557	Ballinmuth
Do., .	-	9048	Innisear "	Do., .	-	10935	Snala
Do., .	-	10011	Lestermore "	Do., .	-	7987	Inishola Island.
Do., .	-	10012	Drum, } Gorman	Do., .	-	8348	Inishurk
Do., .	-	10013	Thames, } Island.	Do., .	-	8492	Loarew, Clare Island
Do., .	-	10426	Inishmaine Island.	Do., .	-	9116	Inishurk "
Do., .	-	11741	Myrish "	Do., .	-	12174	Inishyre "
Do., .	-	11788	Tawin "	Sligo, .	12	8016	Concy
Do., .	-	11826	Island Eady "	Do., .	-	9847	Inishmurray "
Do., .	-	11938	Inishce "				
Do., .	-	12108	Inishurber "				

V.—LIST of THIRTY-THREE INDUSTRIAL DEPARTMENTS (under the Act) in connexion with recognised NATIONAL SCHOOLS on 31st December, 1882.

District No.	Roll No.	Name and locality of School.	Religious Order.
18	11752	Middleton, co. Armagh, . . . .	Sisters of St. Louis.
45	7315	Eunis, . . . .	Sisters of Mercy.
56	4630	Mallow, . . . .	Do.
61	7651	Clonkilly (St. Aloysius), . . . .	Do.
69	6376	St. Coleman's, Queenstown, . . . .	Do.
-	8259	St. Nicholas, Cork, . . . .	(Protestant).
40	1925	Boosterstown, . . . .	Sisters of Mercy.
36	6683	St. Bridget's, Loughrea, . . . .	Do.
34	8322	Oughtard, . . . .	Do.
-	4515	St. Anne's, Galway, . . . .	Do.
-	12251	Clifton, co. Galway, . . . .	Do.
57	6654	St. Joseph's Home, Killyarney, . . . .	Do.
54	11036	Kerry Home, Tralee, . . . .	(Protestant.)
-	9238	Pembroke Alma, Tralee, . . . .	Sisters of Mercy.
38	8220	St. John's, Parsonstown, . . . .	Do.
51	10684	St. Vincent's, Limerick, . . . .	Do.
28	8546	Our Lady of Snecour, Newtown Forbes, . . . .	Do.
25	10475	House of Charity, Drogheda, . . . .	French Sisters of Chs. ity.
-	5887	Dundalk, co. Louth, . . . .	Sisters of Mercy.
26	12255	St. Columba, Westport, . . . .	Do.
18	359	St. Martha's, Monaghan, . . . .	Sisters of St. Louis.
27	7235	St. Monica's, Roscommon, . . . .	Sisters of Mercy.
12	5851	St. Laurence's, Sligo, . . . .	Do.
21	11887	Benada Abbey, Tubbercurry,* . . . .	Sisters of Charity.
43	8407	St. Augustine's, Templemore, . . . .	Sisters of Mercy.
53	581	St. Francis, Cashel, . . . .	Presentation Sisters.
43	4058	St. Louis, Thurles, . . . .	Do.
46	9492	Tipperary, . . . .	Sisters of Mercy.
6	10110	St. Catherine's, Strabane, . . . .	Do.
48	8228	Cappoquin, . . . .	Do.
33	6682	Mount Carmel, Moate, . . . .	Do.
50	11786	St. Michael's, Wexford, . . . .	Do.
60	8414	Passage West, Cork, . . . .	Do.

\* This Industrial School is not under the Board, but 25 of the children have attended the National School No. 11.<sup>887</sup>

VI.—LIST of NINETY-ONE EVENING SCHOOLS in connexion on  
31st December, 1882.

Dist.	Roll No.	County.	School.	Dist.	Roll No.	County.	School.	
4	8	Antrim,	Creeilly.	11	3093	Down,	Banbridge (1),	m.
-	3196		Cashy.	-	4011		Gilford Mill,	m.
-	3393		Gwy's,	-	4012		Do.	f.
-	4164		Harryville (1),	-	6044		Bann,	f.
-	8606		Ballymena,	-	8059		Banbridge,	f.
-	11309	" "	Do.	-	9641	" "	Magherally (2).	
7	4808		Taylorstown, North.	-	9800		Banoge.	
8	8366		Market Square.	-	9844		Fraser's Place.	
-	8380		Earl Street.	-	11829		Castle Hill.	
-	8739		York Street (2).	17	1246		Annabroagh,	m.
-	9479	" "	Charters.	-	1481	" "	Do.	f.
-	9951		Coway Street (2),	-	2982		Clanvaraghan.	
-	10586		St. Paul's.	-	3745		Shrigley.	
8A	7020		Manora Place.	-	6934		Killyleagh.	
-	9053		Mossley.	-	7934		Killeshel.	
-	11426	" "	Whittembrey.	-	10788	" "	Drummuss Mills.	
-	11482		Greenacres,	m.	19		Ballyvaughan.	
-	11483		Do.	f.	-		Rathfriland,	m.
9	6995		Chapel Lane (St. Mary's).	m.	-		Kilbowen,	m.
-	6996		Do.	f.	-		Newry St. (Rathfriland).	
-	7262	" "	Milford Street,	f.	31	11228	Fermanagh,	Teemore.
-	7349		St. Peter's,	f.	-	-	-	-
-	8056		St. Malsch's.	-	2	6507	Londonderry	Strand Road.
-	8721		Brown Street.	-	7	3659	" "	Dreman.
-	12602		St. Peter's,	m.	-	2558	" "	Gulladuff.
11	1747	Armagh,	Aghacommen.	7A	8318	" "	Rocktown.	
-	4253		Derrytrasa.	-	10833		Lomp.	
-	9719		Edward Street.	-	-		Tamlaght.	
15	8999		Cornrain.	-	5364	Tyrone,	Drumenny.	
-	9925		Tullyroan.	-	15		Ross.	
-	9825	" "	Tullymore.	-	-		Aughnacloy.	
-	10292		Tanvaraghan (2).	-	-		Stangmore.	
16	5681		Tandragee (2).	-	-		Newmills.	
-	7181	" "	Greenmoreheady.	m.	57	11448	Kerry,	Killarney, adn't.
-	7647		Darkley,	-	39	753	Dublin,	Swords,
-	8166		Mallavilly.	-	-	6312	" "	Josephian.
-	8702		Milford.	-	-	10691	" "	St. Laurence O'Toole's.
-	9640	" "	Darkley,	f.	37	3907	" "	St. Michael's,
-	10490		St. Patrick's.	-	38	744	" "	St. Michael and John.
-	10789		Lisles (2).	-	49	3917	" "	Ringsend,
-	10872		Do.	-	-	-	-	-
-	12665		St. Patrick's,	m.	-	-	-	-
19	6236	" "	Bankbrook.	-	38	8587	King's,	Banagher,
23	0089		Belturbet,	m.	29	10679	Meath,	Rathmolyon.
1	11182	Donegal,	Tamney Robertson.	38	4332	Westmeath,	Moate.	
9	11729		St. James's.	-	40	6922	Wicklow,	Rathnew.
11	258	Down,	Bann,	m.	21	7327	Mayo,	Rooskey.

\* This School has a separate Roll Number.

VII.—LIST of THIRTY-NINE VESTED SCHOOLS to which GRANTS for TEACHERS' RESIDENCES have been made.

County.	School.	County.	School.	County.	School.
Cavan,	Derrynough.	Cork,	Mallow.	Longford,	Maylow.
Donagh,	Millford.	Kerry,	Derrynough.	Meath,	Kilcolum.
Fermanagh,	Brookborough.	Ditto,	Portlough.	Wexford,	Carickhyrne.
Ditto,	Tempo.	Ditto,	Drummacorra.	Wicklow,	Lacken.
L. Deery,	Garron.	Ditto,	Glanmora.	Galway,	Lattergash.
Tyrone,	Dunmoyla.	Limerick,	Ballyloghane.	Ditto,	Ditto.
Clare,	Scragul.	Ditto,	Monagay.	Ditto,	Clondoyla.
Ditto,	Clonsadrum.	Ditto,	Brace.	Ditto,	Gurra.
Ditto,	Kiltaha.	Ditto,	Mannus.	Ditto,	New Inn.
Cork,	Kiskeam.	Tipperary,	Garrybegher.	Ditto,	Leam.
Ditto,	Kingwilliamstown, m.	Waterford,	Falchlegg.	Ditto,	Drumadorn.
Ditto,	Ditto, f.	Ditto,	Ballinella.	Mayo,	Knoeks.
Ditto,	Crowea, m.	Kilkenny,	Graha.	Ditto,	Loughman.

VIII.—LIST of NAMES of FIFTY-SEVEN SCHOOLS to which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION are given, under Rules 52, 53, and 54, for Year ended 31st December, 1882.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Antrim,	0	7059	Crumlin-road, Convent.	Carlow,	44	656	Carlow, Convent.
"	9	8050	St. Malachy's "	"	-	602	Tallow "
Armagh,	19	7508	Canal-street.	Dublin,	37	6742	Warrenmount.
Down,	-	9725	Rostrevor.	"	38	729	Loretto.
Monaghan,	24	5617	Corrickmacross, Industrial.	"	-	9743	Roundtown, f.
Clare,	45	7299	Kilrush, f.	"	40	721	Blackrock, f.
Cork,	48	512	Midleton, Convent.	"	-	1985	Beetinstown.
"	56	2278	Millstreet.	Kildare,	44	4997	Athy, Convent.
"	-	10232	Kantark.	Kilkenny,	47	806	Kilkenny "
"	58	9161	Bantry, f.	"	-	9134	Goresbridge "
"	-	9523	Castletown, f.	King's,	36	3220	Birr, f.
"	59	8430	Skibbereen, Convent	"	41	8902	Clara, f.
"	00	5840	Blackrock "	Longford,	28	837	Longford, Convent.
"	-	6520	St. Joseph's.	Queen's,	41	902	Cooke-street, f.
"	-	8414	Paraga, Wick.	"	-	1956	Maryboro', f.
"	61	491	Clonskilly, f.	"	-	7183	Montrallick, f.
"	-	4572	Kinnale, f.	"	44	6497	Stadhally, Convent.
"	-	7651	Clonskilly (2), f.	Wexford,	49	907	New Ross (1), f.
Limerick,	51	570	St. Mary's.	"	-	9047	New Ross (2), f.
"	-	5143	Pary Square, f.	"	50	4949	Wexford, infant.
"	-	6936	St. John's.	Wicklow,	40	10162	St. Michael's, f.
"	-	9296	Adare, f.	Galway,	34	8793	Oranmore, f.
"	-	10684	Mount St. Vincent.	"	35	6533	St. Vincent's.
"	-	11197	Bruff, f.	"	-	6839	Ballinasloe, f.
"	52	6082	St. Catherine's.	"	42	8193	Gort Convent.
"	-	6569	St. Anne's.	Mayo,	21	7713	Swinsford.
Tipperary,	36	2133	Airhill, f.	Rescommen,	27	10088	Abbeyston.
"	-	7392	Nenagh, f.	"	35	7723	St. Peter's, f.
"	46	8432	Tipperary, Convent.				

## APPENDIX H.

## AGRICULTURAL SCHOOLS IN CONNEXION ON 31ST DECEMBER, 1882.

## I.—AGRICULTURAL SCHOOLS under the exclusive MANAGEMENT of BOARD.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. No.
1	Dublin.	—	Albert Training Institution.	Glencovin.	A. R. P. 176 3 24	20
2	Cork.	6736	Manister (Cork).	Cork.	126 3 17	60
3	Fermanagh.	5071	Enniskillen School of Agriculture.	Enniskillen.	8 2 10	13

\* Specially Inspected for Agricultural Results by Agricultural Superintendent.

## II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. No.	Date on which last Literary Results Period ended.
					A. R. P.		
1	Armagh.	4569	Poyntzpass.	Poyntzpass.	2 0 10	16	30. 11. 82
2	Do.	2453	Maghau.	Portadown.	7 0 22	15	30. 8. 82
3	Do.	4271	Tamakey.	Poyntzpass.	7 0 0	16	30. 6. 82
4	Do.	4325	Drumlinagher.	Do.	1 0 0	—	31. 10. 82
5	Do.	334	Blackwaterstown.	Moy.	3 2 2	15	30. 6. 82
6	Cavan.	6357	Tormon.	Killinkere, Virginia.	25 3 26	24	30. 6. 82
7	Do.	6307	Monagh.	Blacklion.	14 0 0	13	30. 4. 82
8	Do.	7142	Droichead.	Coatskill.	1 3 0	24	30. 8. 82
9	Down.	3363	Balleighan.	Manacunningham, Strabane.	30 2 0	1	30. 4. 82
10	Do.	3900	Carradon.	Rathmullen, Letterkenney.	6 2 0	—	31. 3. 82
11	Do.	5074	Coalmore.	Reemawingh, Ballyshannon.	13 2 0	5	31. 3. 82
12	Do.	7575	Glenn.	Rathmullen.	1 2 0	1	30. 11. 82
13	Do.	1735	Killybegs.	Killybegs.	3 2 29	5	31. 3. 82
14	Do.	5069	Monemore.	Down.	4 0 0	—	33. 2. 82
15	Do.	6964	Glencough.	Do.	23 1 22	—	30. 4. 82
16	Do.	4705	Dunleavy.	Derrybeg.	13 0 0	1	30. 4. 82
17	Fermanagh.	3861	Carrick.	Lisbellaw, Enniskillen.	20 0 0	13	31. 3. 82
18	Londonderry.	4146	Gortagilly.	Monemore.	3 0 0	7A	30. 6. 82
19	Do.	6955	Park.	Park.	9 3 1	7	31. 3. 82
20	Monaghan.	379	Corragilla.	Scotstown.	16 0 0	15	31. 1. 82
21	Do.	6821	Carmen.	Monaghan.	11 0 22	—	30. 2. 82
22	Tyrone.	438	Aughashoo.	Killy, Castlederg.	25 0 0	6	31. 3. 82
23	Do.	10175	Benburb.	Benburb, Moy.	1 3 19	15	31. 3. 82
24	Do.	9786	Parkmanor.	Dungannon.	6 2 1	—	31. 7. 82
25	Do.	10203	Newmill.	Do.	1 3 36	—	31. 7. 82
26	Do.	8408	Clare.	Castlederg.	23 2 0	6	31. 3. 82
27	Do.	3926	Legglonghills.	Crannagh.	19 3 29	7	31. 1. 82
28	Clare.	448	Parteen.	Limerick.	2 1 7	31	30. 11. 82
29	Do.	16036	Tubber.	Tubben, Gort.	10 3 30	42	31. 10. 82
30	Do.	2643	Ballinacra.	Crabban, Ennis.	6 2 1	—	30. 2. 82
31	Do.	3409	Dromandoon.	Frankle, Limerick.	25 0 0	—	31. 10. 82
32	Do.	3373	Sallybank.	Brumford, Limerick.	16 0 0	51	31. 5. 82
33	Do.	6241	Sorep.	Malloagh, Mallow-Mallay.	2 0 0	45	30. 11. 82
34	Do.	3399	Knocknagaha.	Cahir, Scariff.	14 1 36	42	31. 1. 82
35	Cork.	3700	Clackern.	Leap.	3 0 0	59	31. 7. 82
36	Do.	3431	Kildimo.	Rathcormack, Fermoy.	7 0 32	56	30. 9. 82
37	Kerry.	7013	Direenadunagh.	Kenmare.	4 0 0	57	31. 10. 82
38	Do.	5011	Lansdowne.	Do.	7 0 0	58	30. 11. 82
39	Do.	6251	Sacra.	Sacra.	6 0 0	57	31. 10. 82
40	Do.	6549	Ballinacollige.	Caheriveen.	11 0 0	—	30. 9. 82

## II.—AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT—continued.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Dist. No.	Date on which last Literary Results Period ended.
					A. R. P.		
41	Limerick.	4407	Killacolla.	Beurce.	10 0 0	52	31. 7. 82
42	Doitto.	7222	Banaga.	Croom.	5 0 0	-	31. 3. 82
43	Waterford.	5253	Grange.	Arinmore, Youghal.	2 0 0	48	31. 7. 82
44	Doitto.	6720	Carriglen.	Dungarvan.	3 2 0	-	30. 11. 82
45	Carlow.	5808	Garryhill.	Bagalstown.	11 2 10	47	30. 9. 82
46	Kilkenny.	4801	Ballyglass.	Carrick-on-Suir.	3 3 24	53	28. 2. 82
47	Doitto.	6133	Whitechurch.	Doitto.	8 0 15	-	31. 10. 82
48	Doitto.	6919	Clemara.	Piltown.	3 1 0	43	31. 1. 82
49	Doitto.	6189	Piltown.	Doitto.	8 1 20	59	31. 1. 82
50	Doitto.	5251	Woodstock.	Imistiague.	8 2 35	49	31. 7. 82
51	Meath.	6592	Woodpale.	Kells.	15 0 0	29	28. 2. 82
52	Westmeath.	981	Bellinvalley.	Delvin.	6 2 0	33	31. 7. 82
53	Galway.	4216	Castlebracket.	Castlebracket, Tuam.	19 0 0	32	30. 11. 82
54	Doitto.	8264	Baker, No. 2.	Banagher.	8 2 20	36	30. 11. 82
55	Doitto.	1965	Williamstown.	Williamstown, Castleren.	9 0 0	32	28. 2. 82
56	Doitto.	10488	Killnaslan.	Calm, Ballinasloe.	3 1 0	35	28. 2. 82
57	Leftrim.	3850	Kilmara.	Drumkosen.	4 0 0	12	31. 3. 82
58	Doitto.	5254	Askil.	Ballyshannon.	20 0 0	5	31. 5. 82
59	Doitto.	5403	Lismoghilly.	Drumkosen.	5 2 0	12	30. 4. 82
60	Doitto.	4552	Drumkeel.	Killargue, Carrick-on-Shannon.	8 1 25	-	30. 4. 82
61	Mayo.	4692	Carragorra.	Knockmore, Foxford.	9 0 0	20	30. 6. 82
62	Doitto.	1412	Dooceale.	Burninadden, Ballymote.	1 2 19	21	30. 6. 82
63	Doitto.	1058	Brusa.	Ballinghadreen.	4 1 0	-	31. 7. 82
64	Doitto.	5120	Lahinch.	Hollymount, Mayo.	8 0 0	32	31. 5. 82
65	Doitto.	5238	Lisnakea.	Knockmore, Foxford.	1 3 0	20	28. 2. 82
66	Doitto.	6942	Carrowmore.	Palmer.	5 3 0	-	31. 3. 82
67	Doitto.	11920	Callow.	Foxford.	1 3 0	21	31. 3. 82
68	Reecommen.	10218	North Yard.	Strakestown.	5 0 0	27	28. 2. 82
69	Doitto.	7292	Ballymurray.	Ballymurray, Reecommen.	20 0 0	-	31. 12. 82
70	Sligo.	9609	Dooanlin.	Skreen, Sligo.	3 0 0	20	30. 4. 82
71	Doitto.	4106	Kilrushelter.	Rathbarick, Dromore West.	13 0 0	-	31. 7. 82
72	Doitto.	10473	Calry.	Burn, Sligo.	1 0 0	12	30. 6. 82
73	Doitto.	2535	Clonlough.	Boyle.	4 0 0	22	28. 2. 82
74	Doitto.	3138	Ballacrantha.	Dromore, Ballisodare.	11 0 0	20	30. 11. 82

## III.—LIST of TWENTY SCHOOLS having SCHOOL GARDENS attached, in connexion with Board on 31st December, 1882.

Dist.	Roll No.	County.	School.	Post Town.
1	5230	Donegal.	Conroy.	Raphoe.
5	2352	Doitto.	Donegal.	Donegal.
-	4668	Doitto.	Buckless.	Dunkineely.
6	8438	Tyrone.	Castlederg (Edwards).	Castlederg.
-	9668	Doitto.	Loughash.	Dromoremagh.
15	4719	Doitto.	Angadarragh.	Glogher.
-	10535	Doitto.	Killyman.	Moy.
16	9271	Armagh.	Lisdrumchoy.	Markethill.
20	5337	Sligo.	Tubbervannas.	Skreen.
21	4100	Reecommen.	Loughglyn.	Loughglyn.
-	5701	Sligo.	Rathmellon.	Ballymote.
26	5837	Mayo.	Prison.	Balla, Ballyglass.
30	4660	Dublin.	Portmoe.	Donabate.
32	6945	Mayo.	Bekon.	Ballyhaunis.
41	8068	Kinga.	Ballycowan.	Tullamore.
42	5253	Clare.	O'Callaghan's Mills.	O'Callaghan's Mills.
43	3828	Tipperary.	Mardyke.	Thurles.
47	11347	Carlow.	Kilgenny.	Bagalstown.
50	1867	Cork.	Castledynas.	Castledynas.
58	5567	Doitto.	Adrigole.	Adrigole.

## APPENDIX I.

I.—LIST of BUILDING APPLICATIONS aided during the year 1882, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for Report on Site as described in Lease Queries till transmission of Plans to Applicant.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
			£ s. d.			
<b>ANTRIM:</b>						
Linfeld, and Linfeld infant, . . .	25. 8. 82	10. 11. 82	1,000 0 0	4. 7. 82	7. 7. 82	25. 8. 82
Ballybeg, . . .	7. 11. 82	12. 12. 82	280 12 8	Lease not executed.	—	—
<b>ARMAGH:</b>						
Townsend, m. & f.	20. 11. 81	15. 5. 82	351 18 4	9. 3. 82	11. 3. 82	—
<b>DONOGAL:</b>						
Aughnahoo, m. and f.	7. 6. 82	21. 7. 82	393 17 4	7. 8. 82	7. 8. 82	22. 8. 82
<b>FERRIMAGH:</b>						
Irrinstown, m. and f.	25. 4. 82	10. 8. 82	269 11 8	Lease not executed.	—	—
<b>TYRONE:</b>						
Agher, . . .	31. 8. 82	15. 7. 82	224 8 8	2. 11. 82	10. 11. 82	16. 12. 82
Legnaghery, . . .	7. 6. 82	21. 7. 82	200 13 0	28. 12. 82	29. 12. 82	19. 1. 83
<b>CLARE:</b>						
Crusheen, m. & f.	19. 12. 81	15. 4. 82	267 14 4	2. 10. 82	9. 10. 82	23. 12. 82
Corbally, . . .	3. 3. 82	14. 3. 82	222 12 8	26. 8. 82	30. 8. 82	25. 10. 82
<b>COKE:</b>						
Linsgriffin, m. & f.	21. 2. 81	21. 12. 81	209 12 8	31. 1. 82	28. 2. 82	18. 2. 82
Drinoleague, m. and f.	23. 10. 81	21. 12. 81	591 8 4	1. 8. 82	8. 8. 82	21. 8. 82
Urban, m. & f.	16. 9. 81	14. 2. 82	498 10 8	9. 8. 82	2. 8. 82	21. 6. 82
Andgroom, m. & f.	10. 9. 81	10. 2. 82	267 10 8	9. 8. 82	2. 8. 82	16. 8. 82
Gogginshall, m. and f.	1. 12. 81	30. 2. 82	860 0 0	31. 7. 82	5. 8. 82	25. 8. 82
Walterstown, m. and f.	28. 3. 82	4. 8. 82	298 10 8	18. 9. 82	19. 9. 82	9. 10. 82
Glonskilly, m.	11. 2. 82	38. 4. 82	684 2 0	5. 3. 82	8. 3. 82	—
Conover, m. & f.	29. 3. 82	6. 4. 82	874 11 7	22. 7. 82	25. 7. 82	7. 8. 82
Lough Ine, m. & f.	7. 4. 82	10. 8. 82	274 18 0	7. 12. 82	8. 12. 82	27. 12. 82
Glaahakinleem, m. and f.	30. 6. 82	23. 8. 82	586 10 11	12. 10. 82	18. 10. 82	21. 10. 82
Reenanterree, m. and f.	17. 8. 82	31. 10. 82	580 8 8	10. 12. 82	20. 12. 82	18. 1. 83
Carriglass, . . .	23. 9. 82	13. 12. 82	268 18 8	1. 9. 83	7. 8. 83	10. 4. 83
Cashergal, m. & f.	27. 10. 82	6. 11. 82	461 0 0	Lease not executed.	—	—
<b>KERRY:</b>						
Knockreena, f.	—	24. 12. 81	130 0 0	New lease not necessary.	27. 2. 82	14. 4. 82
Killeenagh, m. and f.	26. 7. 82	2. 9. 82	280 11 8	9. 12. 82	11. 12. 82	8. 3. 83
Clogher, m. & f.	16. 2. 81	30. 11. 81	288 12 8	10. 1. 82	11. 1. 82	28. 2. 82
Strand-street, . . .	25. 7. 81	7. 10. 82	701 6 8	9. 1. 82	10. 1. 82	17. 1. 82
<b>LOWERY:</b>						
Mungret, . m.	21. 9. 82	24. 1. 81	212 8 4	21. 7. 82	5. 8. 82	2. 8. 82
Knocknana, m. and f.	15. 9. 82	21. 11. 82	260 11 8	9. 3. 82	8. 3. 82	8. 4. 82
<b>CARLOW:</b>						
Bathanna, m. & f.	25. 7. 82	30. 9. 82	299 1 10	6. 12. 82	9. 12. 82	27. 12. 82
<b>KING'S:</b>						
St. Cronan's, m. and f.	28. 8. 82	25. 5. 82	278 2 8	20. 8. 82	21. 8. 82	14. . 82
Shirone, m. & f.	17. 8. 82	30. 9. 82	878 8 1	2. 12. 82	4. 12. 82	23. 12. 82

I.—LIST of BUILDING APPLICATIONS aided during the year 1882, with Tabulation, showing the Progress towards Erection of the School-houses, from date of reference to BOARD of WORKS for REPORT on Site as described in Lease Queries, till transmission of Plans to Applicant—*continued*.

COUNTY AND NAME.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
<b>GALWAY:</b>			£ s. d.			
Brickehill, . .	12. 5. 82	26. 7. 82	232 17 0	8. 11. 82	8. 11. 82	24. 11. 82
Cliffon, . m.	14. 9. 82	14. 10. 82	202 3 8	18. 12. 82	19. 12. 82	10. 1. 83
Inishmaline, m. and f.	10. 6. 82	30. 9. 82	241 2 8	Lease not executed.	—	—
Killanny, . .	10. 5. 82	30. 9. 82	253 0 0	do.	do.	—
Inishon, . .	10. 5. 82	28. 9. 82	244 4 0	do.	do.	—
Creggacreen, .	10. 5. 82	30. 9. 82	240 12 4	do.	do.	—
Mt. Bellow, m. and f.	26. 8. 82	20. 10. 82	650 6 8	do.	do.	—
Omey Island, .	27. 10. 82	10. 11. 82	175 10 0	6. 1. 83	6. 1. 83	18. 1. 83
<b>LUTHERIAN:</b>						
Kilnagros, m. & f.	10. 7. 82	22. 8. 82	834 0 0	10. 9. 82	18. 9. 82	10. 10. 82
<b>MAYO:</b>						
Loughnesson, f.	24. 10. 81	26. 4. 82	150 0 0	23. 8. 82	20. 8. 82	20. 11. 82
Touransnee, m. and f.	7. 6. 82	4. 10. 82	543 8 8	5. 2. 83	8. 2. 83	21. 2. 83
The Neale, m. & f.	7. 9. 82	28. 10. 82	645 8 0	10. 1. 83	11. 1. 83	19. 2. 83
Anglemore, .	14. 9. 82	22. 11. 82	208 17 4	Lease not executed.	—	—
Cloongullane, m. and f.	21. 9. 82	16. 11. 82	413 8 0	28. 2. 83	2. 3. 83	20. 3. 83
<b>SLEIGO:</b>						
Bundadden, m. and f.	10. 4. 82	31. 6. 82	411 6 8	3. 10. 82	10. 10. 82	1. 11. 82

II.—LIST of VESTRY SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1882, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager.

County.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
						£ s. d.		
Formanagh	18	11194	Aghavorty, . .	29. 4. 81	4. 8. 81	78 0 0	30. 1. 82	2. 2. 82
Claro, .	42	2155	Kilfenora, . . m.	11. 1. 82	27. 1. 82	2 13 4	8. 2. 82	29. 2. 82
Kerry, .	57	536	Caherdivees, . .	18. 10. 81	28. 1. 82	20 12 0	27. 2. 82	13. 4. 82
Galway, .	85	11704	New Inn, . . .	30. 1. 82	10. 3. 82	50 0 0	30. 8. 82	4. 9. 82
Donegal, .	1	6108	Temple Douglas, . .	6. 2. 82	20. 7. 82	125 9 6	26. 8. 82	Contractor notified on 7th Sept. 1882.
Kerry, .	57	5422	Dreen, . . .	25. 3. 82	4. 4. 82	19 0 0	16. 5. 82	21. 5. 82
Cork, .	62	7138	Medlin, . . .	28. 11. 81	27. 1. 82	22 1 0	24. 4. 82	25. 5. 82
Kerry, .	57	2127-8	Spunkane, . m. & f.	26. 3. 82	11. 4. 82	22 13 4	16. 5. 82	16. 8. 82



II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1882, with Tabulation, showing the Progress made in Executing the Works from time of referring case to BOARD OF WORKS for Estimate, till Plans, &c., were transmitted to Manager—continued.

County.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
							£ s. d.	
Fermanagh	15	5784	Belcoo, . . .	8. 2. 82	18. 3. 82	21 0 0	27. 4. 82	19. 5. 82
Monaghan	24	14118	Corlath, . . .	24. 3. 82	15. 4. 82	50 0 0	19. 5. 82	18. 4. 82
Kerry	39	10092-3	Drumoleough, m. & f.	10. 12. 81	22. 4. 82	91 15 4	8. 5. 82	26. 5. 82
Cork, Do.	59	10378-2 1387-1808	Rossmore, . m. & f. Cove (1) and Cove (2).	15. 3. 82 24. 3. 82	21. 4. 82 21. 4. 82	12 0 0 07 0 3	16. 5. 82 16. 5. 82	21. 6. 82 22. 6. 82
Tyrone	14	5045	Mullaghlane, . .	13. 3. 82	18. 4. 82	32 0 0	25. 5. 82	22. 6. 82
Sligo	21	1214	Carroymore, . .	24. 3. 82	27. 4. 82	22 0 0	22. 5. 82	18. 6. 82
Mayo, Do.	26 21	6123 11664-7	Killadoon, . . Oclar, . m. & f.	— 1. 4. 82	24. 4. 77 14. 4. 82	187 15 5 59 0 0	16. 6. 82 17. 6. 82	31. 7. 82 —
Down, Do.	2 1	1807 4729	Tiernadilly, . . Gola Island, . .	21. 3. 82 —	7. 6. 82 23. 6. 82	25 15 10 4 0 0	22. 6. 82 3. 7. 82	Increased Grant. Grant ordered to be paid, 5. 7. 82
Mayo	21	1415-2242	Doonastie, . m. & f.	3. 6. 82	26. 6. 82	74 10 11	7. 7. 82	26. 8. 82
Cork	56	9293-9	Prosmount, . m. & f.	17. 4. 82	18. 5. 82	111 11 6	14. 7. 82	21. 7. 82
Kerry, Do.	57 58	3784-686 7122	Imelaghmore, m. & f. Daurus, . . .	6. 6. 82 18. 1. 82	17. 6. 82 17. 6. 82	66 14 0 25 14 5	14. 7. 82 14. 7. 82	24. 8. 82 24. 8.
Do.	—	4846	Gurtanahol, . .	20. 12. 81	17. 8. 82	59 13 4	14. 7. 82	24. 8. 82
Cork, Do.	61 55	3426 9817-8	Clagagh, . . f. Umerboy, . m. & f.	8. 2. 82 18. 5. 82	26. 6. 82 3. 8. 82	107 6 5 8 15 4	3. 8. 82 8. 9. 82	25. 8. 82 9. 11. 82
Clare	42	11813-4	Furglan, . m. & f.	19. 7. 82	9. 8. 82	5 11 8	26. 8. 82	7. 11. 82
Limerick	89	2558	Templeglantine, . m.	24. 4. 82	17. 7. 82	16 13 4	11. 9. 82	11. 11. 82
Kerry	56	7446	Horley's Bridge, .	27. 3. 82	5. 8. 82	3 6 8	23. 9. 82	7. 11. 82
Cork	59	1892	Cockmountain, . .	23. 8. 82	10. 9. 82	124 17 10	26. 11. 82	28. 12. 82
Sligo	20	3324	Owenbeg, . . .	31. 5. 82	1. 7. 82	37 18 4	24. 10. 82	11. 11. 82
Mayo	21	2630	Swincford, . . .	11. 9. 82	26. 9. 82	49 2 0	24. 10. 82	14. 12. 82
Cork, Do.	55 —	2086-1207 4449-7	Kilkeam, . m. & f. Beherbee, . m. & f.	2. 8. 82 13. 8. 82	12. 8. 82 19. 8. 82	142 8 8 230 3 0	27. 10. 82 26. 10. 82	— 6. 12. 82
Kerry	58	5119	Caher, . . .	25. 3. 82	21. 8. 82	9 6 8	28. 10. 82	1. 2. 82
Fermanagh	14	11228	Kesh, . . .	23. 8. 82	10. 10. 82	13 6 8	7. 11. 82	9. 12. 82
Rosecommon	35	1536	Famora, . . .	24. 7. 82	26. 9. 82	10 0 0	3. 11. 82	20. 1. 82
Tipperary	43	1579	Dallinacounty, . .	31. 8. 82	28. 9. 82	36 0 0	3. 11. 82	16. 11. 82

II.—LIST of VESTED SCHOOLS to which GRANTS for IMPROVEMENTS were made during 1882, with Tabulation, showing the Progress made in executing the Works from time of referring case to BOARD of WORKS for Estimate, till Plans, &c., were transmitted to Manager—*continued*.

COUNTY.	DISTRICT.	Roll No.	School	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Manager by Board of Works.
						£ s. d.		
Wexford, .	40	9717	Park, . . . .	30. 8. 82	2. 10. 82	50 0 0	3. 11. 82	13. 11. 82
Kerry, .	54	11540	Camp, . . . .	29. 7. 82	1. 9. 82	10 8 8	3. 11. 82	13. 11. 82
Cork, .	59	4130-7	Scart, . . m. & f.	12. 10. 82	28. 10. 82	127 17 8	15. 11. 82	15. 12. 82
Do., .	-	4129	Sheehansbeg, . .	28. 10. 82	11. 11. 82	68 4 0	23. 11. 82	27. 12. 82
Down, .	10	11785-4	Grovesfield, . m. & f.	10. 10. 82	10. 11. 82	30 18 8	3. 12. 82	13. 12. 82
Clare, .	45	2381-2	Kilkeo, . m. & f.	15. 10. 82	10. 11. 82	141 7 2	5. 12. 82	23. 2. 83
Kerry, .	39	11018	Ballylongford, . .	18. 7. 82	8. 11. 82	178 13 4	7. 12. 82	14. 2. 83
Sligo, .	21	4392-3	Cloonscool, . m. & f.	19. 10. 82	23. 11. 82	54 11 8	20. 12. 82	22. 1. 83

## APPENDIX K.

LIST of TEACHERS to whom CARLISLE and BLAKE PREMIUMS were awarded for the year 1882.

	Teacher.	School.	District.	Amount of Gratuity.
Head-Inspector Patterson's Group,	John Henchy, . .	Freshford, . .	47	£ 7
	Kate Kelly, . .	Inistioge, . .	49	6
	Elinor Nolan, . .	Grannabeg, . .	33	4
" FitzGerald's "	Charlotte Dunne, . .	Loughcrew, . .	29	7
	Margaret Duffy, . .	Nobber, . . f.	24	6
	Elinor McCormack, . .	Roxboro', . . f.	27	4
" MacSheehy's "	Michael Madden, . .	Ardfield, . . m.	61	7
	John B. Crawford, . .	St. Luke's, . . m.	60	6
	Mary Dwyer, . .	Dorindafo, . .	39	4
" Molloy's "	James M'Manus, . .	Dromore, . . m.	14	7
	James Mullon, . .	Waterside, . . m.	2	6
	Margaret Hyde, . .	Derryfubale, . .	15	4
" McCallum's "	Arthur Black, . .	Mount Pottinger, m.	10	7
	Hugh Kelly, . .	Townsend-street, . .	9	6
	Daniel McConville, . .	Banbridge, . . m.	11	4
" Seymour's "	Mary A. Ogbett, . .	Glan, . .	34	7
	John Rogers, . .	Shannon View, . .	45	6
	John Kavanagh, . .	Quigalar, . .	20	4

## APPENDIX L.

QUESTIONS proposed at the General Examination of Teachers and Monitors, July, 1882.

Appendix L.

Examination Questions.

Male Teachers.

A. Papers.

## A.—MALES.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. What are the two great advantages to be derived from the study of Euclid? How should it be taught, so as to secure these advantages? 12 marks.
2. What are the arguments for, and what against, the separate classification of pupils for each subject of the school course? 12 marks.
3. Give Robinson's summary of rules for working questions in Proportion, and the substance of his remarks upon these rules. 12 marks.
4. How may Home Lessons be connected with the daily business of the school as regards (a) Grammar; (b) Reading; (c) Spelling; (d) Composition? 12 marks.
5. Give a summary of Mr. Robinson's objections to the ordinary mode of teaching Grammar, and of the means he suggests for the removal of the defects of which he complains. 12 marks.
6. In what way can the cultivation of habits of observation be made to aid a pupil in acquiring a knowledge of geography? 6 marks.
7. Give the substance of Mr. Robinson's remarks upon the teaching of the Proposition and the Conjunction. 6 marks.
8. What are the faults committed in teaching Duodecimal Multiplication? Show by an example how it should be taught. 6 marks.
9. Give Dr. Joyce's directions for teaching Map Drawing. 6 marks.
10. Distinguish between questions for examination and questions for instruction. 6 marks.

## GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

One hour and a half allowed.

1. *"Pray can I not,*  
Though inclination be as sharp as will;  
My stronger guilt defeats my strong intent;  
And, like a man to double business bound,  
I stand in pause where I shall first begin,  
And both neglect. What if this cursed hand  
Were thicker than itself with brother's blood,  
Is there not rain enough in the sweet heavens,  
To wash it white as snow? Whereto serves mercy,  
But to confront the visage of offence?"

Write a paraphrase of the foregoing, and parse the words in italics.

12 marks.

2. (a.) Name (1) the four principal concords in syntax, and (2) the four principal governments. 12 marks.
- (b.) Give instances of independent constructions (i.e. constructions that do not belong to either concord or government). 12 marks.
3. How does accent differ from emphasis? Name the two kinds of emphasis, with an example of each. 12 marks.
4. (a.) Trace and explain the derivation of the following words:—*distressed*, *sympathetic*, *ambition*, *abode*, *sheriff*, *subtle*; also (b.) explain and give examples of the following significant syllables or words that enter into the composition of rivers, mountains, towns, &c., *at*, *coed*, *by*, *du*, *lis*, *tre*. 12 marks.

Appendix L.  
Examination  
Questions.  
Male  
Teachers.  
A. Papers.

5. Give a detailed analysis of the following sentence:—

“That orbèd maiden, with white fire laden,  
Whom mortals call the moon,  
Glides glimmering o’er my fleece-like floor  
By the midnight breezes strewn;  
And wherever the beat of her unseen feet,  
Which only the angels hear,  
May have broken the woof of my tent’s thin roof,  
The stars peep behind her and peer.”

12 marks.

6. To what periods in the history of the English language do the following writers respectively belong:—*Spenser, Venerable Bede, Geoffrey Chaucer, Roger Ascham, Sir Thomas More.*

6 marks.

7. Quote Crombie’s observations on the potential and subjunctive moods.

6 marks.

8. What are the principal metres in which the best English poets have written? Give instances of each.

6 marks.

9. Specify from what source the English language has been enriched in its vocabulary, and modified in its grammatical structure.

6 marks.

10. Point out in what respects the letters of the alphabet are—(1) redundant, (2) insufficient, (3) inconsistent.

6 marks.

### GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. State the time of the periodic revolution of each of the planets round the sun, and their velocities in their orbits.

12 marks.

2. State the ancient divisions of Asia Minor, and its principal ancient cities, with anything for which each was remarkable.

12 marks.

3. Draw a map showing the eastern and southern countries of Asia, with the Japan and Philippine islands, inserting the principal rivers.

12 marks.

4. Name the north-western provinces of India with their principal towns. Describe the position and extent of this district.

12 marks.

5. Write out a full list of the British West India Islands, giving the chief town of each.

12 marks.

6. Enumerate the colonies and foreign possessions of France.

6 marks.

7. Describe the Appalachian mountains as to position and extent, and give the names and localities of some of the principal ridges.

6 marks.

8. Give an account of Tasmania, stating its area, population, principal towns and productions.

6 marks.

9. Define the terms Right Ascension, Latitude, and Longitude of the heavenly bodies.

6 marks.

10. Describe the monsoons. Where do they prevail, and how far do they extend?

6 marks.

### ENGLISH LITERATURE.—60 Marks.

HAMLET.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Give a short abstract of the whole plot of the play of “Hamlet.”

12 marks.

2. Sketch the character of Polonius.

12 marks.

3. Paraphrase the following passages in language plain enough to be understood by average sixth class pupils:—

(a) Therefore, our sometime sister, now our queen,  
The imperial jointress of this warlike state,  
Have we, as ‘twere, with a defeated joy,  
With one auspicious, and one dropping eye,  
With mirth in funeral, and with dirge in marriage,—  
In equal scale weighing delight and dole,—  
Taken to wife:

Appendix L

Examination  
Questions.Male  
Teachers.

A. Papers.

- (b.) And even the like precursor of fierce events,  
As harbingers preceding still the fates,  
And prologue to the omen coming on,  
Have heaven and earth together demonstrated  
Unto our climatures and countrymen.— 12 marks.
4. Tell who speaks each of the following, and under what circumstances each was spoken:—
- (a.) And then it started like a guilty thing.  
(b.) Seems, madam! Nay, it is; I know not "seems."  
(c.) I will speak daggers to her, but use none.  
(d.) The glass of fashion and the mould of form. 12 marks.
5. Write explanatory notes on the following passages, giving special attention to the words in *italics*:—
- (a.) I am but mad north-north-west: when the wind is southerly, I know a hawk from a handsaw.  
(b.) To think, my lord, if you delight not in man, what *inter* entertainment the players shall receive from you: we *coted* them on the way; and hither are they coming.  
(c.) The *scrimiers* of their nation,  
He swore, had neither motion, guard, nor eye,  
If you oppos'd them.  
(d.) But who, Oh! who had seen the *mobled* queen.— 12 marks.
6. Marcellus asks the reason of the great military preparations taking place in Denmark; and Horatio answers. Give fully, in your own words, Horatio's explanation. 6 marks.
7. Give the substance of Hamlet's reflections on the skull of Yorick. 6 marks.
8. What is the meaning of "caviare to the general"? To what does Hamlet apply the epithet, and why does he apply it? 6 marks.
9. Enumerate the several occasions when the ghost appears in the play. 6 marks.
10. When the players were acting, Hamlet, at a particular passage, exclaims: "Wormwood, wormwood!" What was it, in your opinion, that drew this exclamation from him? 6 marks.

## PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed.

N.B.—Only five questions to be attempted.

1. Express  $\sin A$  in terms of  $\sin 2A$ ; and  $\tan A$  in terms of  $\tan 2A$ . 10 marks.
2. Assuming that  $\sin(A+B) = \sin A \cos B + \cos A \sin B$ ; deduce the expression for  $\cos(A+B)$  in terms of the cosines and sines of  $A$  and  $B$ . 10 marks.
3. In any triangle show that—  
$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = 2R$$
  
where  $R$  is the radius of the circumscribing circle. 10 marks.
4. Find the value of  $\sin 18^\circ$  to three decimal places. 10 marks.
5. The earth being supposed to be a sphere, and the height of an observer above the earth's surface being given, state and prove any formula by which the distance of the horizon from the observer may be determined. 10 marks.
6. In the triangle  $ABC$ ,  $a=60$ ,  $b=50$ ,  $c=40$ ; find the value of  $\tan \frac{1}{2}A$ . 5 marks.
7. Show that in any triangle—  
$$\frac{\tan \frac{1}{2}(A+B)}{\tan \frac{1}{2}(A-B)} = \frac{a+b}{a-b}$$
 5 marks.
8. Express  $\sin A$  in terms of  $\tan A$ , and  $\cot A$  in terms of  $\sin A$ . 5 marks.
9. Prove that  $\sin(A+B) \sin(A-B) = \sin^2 A - \sin^2 B$ . 5 marks.
10. Assuming the formula for  $\cos(A+B)$ , prove that  $\cos 2A = \cos^2 A - \sin^2 A$ . 5 marks.

## Appendix.

Examination  
Questions.Male  
Teachers.

A. Papers.

## HISTORY.—40 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Give a sketch of the invasions of Zenghis Khan and Tamerlane, and the results of these invasions. 8 marks.
2. Explain how the Netherlands came under the rule of Spain, and give the date of the revolt of the Seven Provinces. 8 marks.
3. Name the Sovereigns of the United Kingdom from Queen Anne to Victoria, and give the dates of their accession. 8 marks.
4. What division of the Grecian Empire took place on the death of Alexander the Great? 8 marks.
5. Who was the first king of the Hebrew Nation, and what circumstances led to the adaption of monarchical government? 8 marks.
6. When was Norway annexed to Sweden—and by what authority? 4 marks.
7. What did the Britons gain, and what did they lose under the Roman government? 4 marks.
8. Name the Danish Kings of England. When did the whole of England come under Danish rule? 4 marks.
9. Give an account of the rise and progress of the Turkish power in Europe. 4 marks.
10. What battle ended Darius' second invasion of Greece? Name the Grecian general. 4 marks.

## COMPOSITION.—50 Marks.

Candidate to select as the subject of Composition any one of the following:—

1. Primary Education.
2. Necessity of subordination and obedience to secure good government.
3. Results of International Exhibitions.

N.B.—The proficiency in Penmanship, attained by Candidates taking A papers, will be judged from the style of handwriting exhibited in their exercises in Composition.

## REASONING.—50 Marks.

For Model School Candidates only.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. What is the Dictum: what are the Canons, and why are they necessary? 10 marks.
2. (a.) Define "Fallacy."  
(b.) Name the two classes of Fallacies, and  
(c.) Give an example under each class. 10 marks.
3. (a.) In what figures is the mode A E O illegitimate, and  
(b.) In what figure is it useless? 10 marks.
4. Write out one argument drawn from "Invented Example" and one of "Real Instance," and explain when, only, the former will have weight. 10 marks.
5. In the fourth Figure prove—(a) that if the major premise be affirmative the minor must be universal; (b) that if the minor be affirmative the conclusion must be particular; (c) that if either premise be negative the major must be universal. 10 marks.
6. Mention the two "Fallacies in Matter," and give an example of each. 5 marks.
7. For what kind of arguments are the second and third Figures, respectively, peculiarly adapted? 5 marks.

8. Given the probability of the premises of a Syllogism, how is the probability of the conclusion found? In the case of several arguments, each tending to establish the probability of a certain conclusion, how do you find the total probability of that conclusion? 5 marks. *Appendix.*
9. If the conclusion of a Syllogism is A, determine the Mode and Figure. 5 marks. *Examination Questions.*
10. To what class of Fallacy does "Equivocal Middle" belong? 5 marks. *Male Teachers.*
- A. Papers.

### AGRICULTURAL CHEMISTRY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

- How may the amount of nitrogen in an inorganic body be determined? 10 marks.
- A specimen of water is believed to contain carbonic acid, sulphuretted hydrogen, and organic matter: how would you detect the presence of each? 10 marks.
- Describe how you would proceed to determine the nature of the materials of which a soil is composed. 10 marks.
- State the substances found in bones, and explain the action of bones as a manure. What is the preparation called *superphosphate of lime*, and how is it obtained? 10 marks.
- Explain the action of animals and plants in maintaining the composition of the atmosphere unchanged. State the experiments by which your explanation may be illustrated. 10 marks.
- What is the composition of starch? From what part of a plant may it be obtained, and how may its presence in very small quantity be detected? 5 marks.
- Describe the structure of an exogenous stem, and sketch the appearance presented by a section of the stem. 5 marks.
- Give a brief outline of a proper method of managing farmyard manure. 5 marks.
- How would you prepare ammonia? Mention three distinct tests by which you would detect the escape of ammonia from a manure heap? 5 marks.
- Enumerate the advantages—(1.) of a sufficient supply of water to a soil; (2.) of removing the excess of water from a soil. 5 marks.

### ARITHMETIC.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

- A banker discounts a bill in the ordinary way at  $4\frac{1}{2}$  per cent. per annum, and finds that he really obtains 5 per cent. for his money; how long had the bill to run? 20 marks.
- The logarithm of a certain number is  $\bar{1}.618275$ : find the logarithm of the 5th power, and also of the 5th root, of the number. 20 marks.
- A postman delivered daily, for a period of 6 weeks, 4 letters more than on the previous day, and the aggregate delivery for the last 18 was the same as that for the first 24 days: how many letters did he deliver altogether? 20 marks.
- Transpose 8657.4192 from the decimal to the quinary system of notation. 20 marks.
- A, B, and C are in partnership; A receives  $\frac{2}{3}$  of the profits, and the remainder is divided equally between B and C; A would be entitled to £220 more if the profits were 2 per cent. higher: find B's share of the profits. 20 marks.
- Extract the 6th root of 837201091720249. 10 marks.
- In how many years would £150 amount to £173 19s. 1d. at  $2\frac{1}{2}$  per cent. per annum—compound interest? 10 marks.

K

## Appendix L.

Examination  
Questions.Male  
Teachers.

A. Papers.

8. By selling a quantity of 3 per cent. stock at 96, and investing the proceeds in 5 per cent. stock, a person increased his income 25 per cent.: find the price of the latter stock. (Disregard brokerage.) 10 marks.

9. Extend the following series by setting down six additional terms—three on the left, and three on the right:

10. By mixing  $1\frac{2}{3}$  gallons of wine, which cost 18s. 6d. a gallon, with 7 gallons of an inferior quality, and selling the mixture at 18s. a gallon, a vintner gains 20 per cent. on his outlay: find the cost price per gallon of the inferior wine. 10 marks.

## GEOMETRY AND MENSURATION.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. Through a given point describe a circle touching two given straight lines, not parallel. 20 marks.

2. The sides of a triangle are 7, 8, and 9; calculate the length of the line which bisects the angle between the sides 7 and 8, and which is terminated by side 9. 20 marks.

3. Enunciate and prove the general proposition given in the Sixth Book of Euclid, of which the 47th proposition of the First Book is a particular case. 20 marks.

4. Produce a given straight line so that the rectangle under the whole line, thus produced, and the part produced, may be equal to the square of a given straight line. 20 marks.

5. Given the base, vertical angle, and the rectangle under the sides of a triangle, construct the triangle. 20 marks.

6. The edge of a cube is 10 inches in length, find the diameter of a sphere whose volume is equal to that of the cube. 10 marks.

7. Prove that the area of an equilateral triangle is equal to  $S^2 \times 433$  where  $S$  is the side of the triangle. 10 marks.

8. The squares of the diagonals of a parallelogram are together equal to the squares of the sides. 10 marks.

9. In a triangle, straight lines drawn from the points of bisection of the three sides to the opposite angles, all pass through the same point. 10 marks.

10. Enunciate and prove the first proposition of the Sixth Book of Euclid. 10 marks.

NOTE.—Trigonometrical Solutions of questions 2 and 7 will not be accepted.

## ALGEBRA.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Two bills, one of which has six months to run, the other three months, are discounted at the rate of 4 per cent. per annum. The discount of the first bill exceeds that of the second by £3, and the total sum realized is £235 18s. 0d. For what amounts respectively were the bills drawn? 20 marks.

2. Find in its simplest form the value of—

$$\frac{a^2 - bc}{(a-b)(a-c)} + \frac{b^2 + ac}{(b+c)(b-a)} + \frac{c^2 + ab}{(c-a)(c+b)}$$

3. The second term of a geometrical series is 31, the last term is 567, and the sum of the series is 847; find the first term. 20 marks.

4. Solve the equation:—

$$x^2 - x + 5 \sqrt{2x^2 - 5x + 6} = \frac{1}{2} (3x + 33).$$

20 marks.



5. If  $\frac{a}{b} = \frac{c}{d}$  then  $\frac{a+b}{a-b} = \frac{c+d}{c-d}$ ; prove this and employ the principle in the solution of the equation  $\frac{\sqrt{a+\sqrt{a-x}}}{\sqrt{a-\sqrt{a-x}}} = \frac{1}{a}$ . 20 marks. Appendix  
Examination  
Questions.
6. Find the fourth root of—  

$$\left(x^2 + \frac{1}{x^2}\right)^3 - 4\left(x + \frac{1}{x}\right)^2 + 12.$$
 10 marks. Male  
Teachers.
7. Simplify—  

$$\frac{1}{2} \left( \frac{\sqrt{x^4 - a^4}}{x^2 - a^2} \right) \times \frac{4x}{a} \times \sqrt{\left(1 - \frac{a^2}{x^2}\right) \div \left(1 + \frac{a^2}{x^2}\right)}.$$
 10 marks. A. Papers.
8. Find the quadratic whose roots are—  

$$-\frac{p}{2} + \sqrt{\frac{p^2}{4} + q} \text{ and } -\frac{p}{2} - \sqrt{\frac{p^2}{4} + q}.$$
 10 marks.
9. Solve the equation:—  

$$\sqrt{x-a} + \sqrt{x+a-b} = \sqrt{b}.$$
 10 marks.
10. Show that the sum of  $a + ar + ar^2 + \dots$  to  $n$  terms is  $\frac{a(r^n - 1)}{r - 1}$ . 10 marks.

Under what conditions can the sum of an infinite series of numbers in geometrical progression be found?

What is understood by the "sum" of an infinite series?

### ORGANIC CHEMISTRY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. How would you proceed to make a qualitative analysis of an organic substance? 10 marks.
2. Give an account of the alcohols, and compare their constitution with that of the ethers and the acids. 10 marks.
3. Describe how cane sugar and grape sugar may be respectively obtained. Give the formula and the characteristic properties of each. 10 marks.
4. State the composition and describe the manufacture of any kind of soap. 10 marks.
5. Give the formula for urea, and describe its preparation from ferrocyanide of potassium. 10 marks.
6. State the composition and give the formula of each of the following compounds:—chloroform, ether, oxalic acid, marsh gas. 5 marks.
7. How would you prepare acetic acid? State its composition and describe how you would detect its presence in a solution? 5 marks.
8. What reaction takes place when formic acid is heated with oxide of mercury? 5 marks.
9. Give the formula for prussic acid? How would you detect its presence? 5 marks.
10. State the composition of starch, and describe some method by which it may be obtained. 5 marks.

### INORGANIC CHEMISTRY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Name the bodies which are usually found in solution in ordinary spring water, and state how you would detect the presence of each. 10 marks.
2. Describe any method of estimating the amount of oxygen in atmospheric air. 10 marks.
3. Give the theory of bleaching. How may bleaching powder be manufactured? 10 marks.

K 2

## Appendix.

## Economic

## Questions.

Note  
Teachers.

## A. Papers.

4. Give a brief account of the manufacture of coal gas. Name the bodies that are found in coal gas, and give their formulae. 10 marks.
5. Describe the manufacture of iodine from kelp, and give the equations which express the reactions that occur in the process. How may the presence of iodine in a solution be detected? 10 marks.
6. How is nitric acid prepared? Represent the reactions by an equation. 5 marks.
7. Explain the reactions that take place, and express them by equations, when hydrochloric acid acts on each of the following bodies separately:—marble, common salt, zinc, and silver. 5 marks.
8. State the reactions which occur when sulphuric acid acts (1) on sulphide of iron, (2) on common salt. Give the equation in each case. 5 marks.
9. You suspect that a certain liquid is sulphuric acid,—how will you test it? How would you detect the presence of sulphuric acid in a solution? 5 marks.
10. How may compounds of copper, of nickel, of cobalt, and of sodium be detected by the blowpipe? 5 marks.

## HEAT AND THE STEAM ENGINE.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. How do you suppose heat is radiated through space? How may it be proved by experiment that the quantity of heat received on any surface is inversely proportional to the square of the distance of the radiating body? 10 marks.
2. Describe the *weight thermometer*, and show how it may be used to determine the co-efficient of apparent expansion of mercury. 10 marks.
3. What is meant by the *specific heat* of a body? Investigate a formula by which the specific heat of a body may be calculated. 10 marks.
4. Draw an outline sketch, or give a description, of the boiler of a locomotive engine with the chambers and pipes attached to it. What is *priming*, and how is it prevented? How is the supply of steam from the boiler to the cylinder regulated in locomotives? 10 marks.
5. (a.) How may the *nominal horse-power* of an engine be calculated? Why is it always greater than the *real horse-power*? (b.) How may the *real horse-power* be determined? 10 marks.
6. 10 lbs. of ice at 32° F. are mixed with 100 lbs. of water at 212° F.: what is the final common temperature of the mixture? [The latent heat of water is 143° F.] 5 marks.
7. What is meant by the *dew-point*? Sketch some form of hygrometer and explain how it is used. 5 marks.
8. Calculate the readings of the Centigrade thermometer which correspond to the following on Fahrenheit's thermometer:—212° F., 20° F., 10° F. Reduce 2° C., 0° C., and 10° C., to the corresponding readings of Fahrenheit's thermometer. 5 marks.
9. Describe the *slide valve* in the steam engine and explain how it is worked. 5 marks.
10. How is a proper water level maintained in the boiler of a steam engine? How is the amount of water in the boiler at any time ascertained. 5 marks.

## HYDROSTATICS AND HYDRAULICS.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. A solid, one of whose surfaces is plane and vertical, is immersed in a liquid which wets the solid. Draw a sketch to show the position ultimately assumed by the surface of the liquid near the plane vertical face of the solid, and explain why the liquid assumes this position. 10 marks.
2. Show how Nicholson's hydrometer may be used to determine the specific gravity of a solid and give the equation by which the specific gravity may be calculated. 10 marks.

3. Define *Centre of Pressure*. If a lock gate turn round an axis on a pivot at the foot of the axis, and be supported by one hinge at the side, state the best position for the hinge, and give your reasons. 10 marks. Appendix L  
Examination  
Questions.  
Male  
Teachers.  
A. Papers.
4. A vessel is kept constantly filled with water to the same level while the water flows through a small orifice at the bottom: state and prove the formula which expresses the velocity of efflux. 10 marks.
5. Describe any form of turbine and explain its action. Point out the advantages of the turbine and state how it should be worked so as to obtain the greatest effect. 10 marks.
6. State the Principle of Archimedes. Show how its truth may be established. 5 marks.
7. A solid, whose true weight is 520 grs., is found to weigh in water 350 grs. and in another liquid 360 grs.: find the specific gravity of the liquid and explain your calculation. 5 marks.
8. Prove that the free surface of a liquid at rest must be a horizontal plane. 5 marks.
9. Compare the advantages of *undershot*, *breast*, and *overshot* water wheels, and state the circumstances under which each should be used. 5 marks.
10. State and prove Pascal's principle of *Equality of Pressure* in liquids. 5 marks.

### LIGHT AND SOUND.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Give a concise but clear explanation of the formation of the primary arc of the rainbow. 10 marks.
2. What is meant by the spherical and what by the chromatic aberration of a lens? Explain how each kind of aberration is corrected in good optical instruments. 10 marks.
3. How would you obtain a beam of polarized light? How would you show that this beam differs from a beam of ordinary light? How do you account for this difference? 10 marks.
4. Explain clearly what is meant by *interference of sound*, and state how you would illustrate this interference by experiment. 10 marks.
5. Give the chief laws of the transverse vibrations of strings, and show how any one of them may be verified by experiment. 10 marks.
6. Explain by means of a carefully drawn diagram how the image of a body is formed in a convex mirror. 5 marks.
7. You look at a white object first through a red glass, then through a green glass, and then through both glasses together: state and account for the effect observed in each case. 5 marks.
8. When a solar beam falls on a glass prism it suffers both refraction and dispersion. Draw a careful sketch to illustrate these effects, and explain how they are produced. 5 marks.
9. Standing at a distance of 2,800 feet from a vertical cliff you fire a gun and hear the echo of the report five seconds afterwards: what is the velocity of sound? 5 marks.
- Why will you distinguish no echo if you shout at a distance of forty feet before the cliff? 5 marks.
10. Define the terms *intensity*, *pitch*, and *quality* applied to a musical sound, and explain upon what each depends. 5 marks.

### MAGNETISM AND ELECTRICITY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Draw a sketch of Coulomb's Torsion Balance (Torsion Electrometer), and explain how by its means, or otherwise, the law may be proved that the repulsions between two electrified bodies are in the inverse ratio of the squares of their distances. 10 marks.

## Appendix L.

## Examination Questions.

## Male Teachers.

## A. Papers.

2. The knob of a Leyden jar is presented to the conductor of an electrical machine—(1) when the outer coating is insulated, (2) when the outer coating is connected with the ground: in which case will the jar be more highly charged? Explain fully how the high charge is produced. How may successive quantities of electricity be taken from the charged jar? 10 marks.
3. Describe the effects produced when a current of electricity is sent through a solution of common salt. Give the theory which accounts for the mode in which electrolysis is effected. What experiment would you make in support of your explanation? 10 marks.
4. A copper wire bent into the form of the perimeter of a rectangle is suspended so that it can turn freely on its ends. A current of electricity is passed through the wire: state and explain the effects observed. 10 marks.
5. Describe or draw a sketch of the astatic galvanometer, and explain its uses. 10 marks.
6. Explain how you would determine the kind of electricity in a body by means of the gold-leaf electroscope. 5 marks.
7. How may the electrical condition of the atmosphere at different altitudes be determined by experiment? 5 marks.
8. State and explain Sir H. Davy's method of protecting the copper sheathing of ships from the action of sea water. 5 marks.
9. If a bar of steel be balanced on its centre of gravity, freely suspended, and then magnetized, state and account for the position it will assume. State what will occur if this magnet be carried along a parallel, and if it be carried along a meridian line, on the earth's surface. 5 marks.
10. Give a brief account of Magnetic Induction. 5 marks.

## MECHANICS.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. How would you show by experiments that when different forces act on the same mass the accelerations are directly proportional to the forces. 10 marks.
2. In a vacuum a shilling and a feather are found to fall with the same velocity: how may it be inferred from this experiment that the weights of bodies are proportional to their quantities of matter? 10 marks.
3. Explain the terms "Coefficient of Friction" and "Angle of Friction." State and prove the relation between the coefficient of friction and the angle of friction for two bodies. 10 marks.
4. A weight of 4 lbs. hangs vertically from a string which passes over a pulley at the edge of a smooth table, and is attached to a weight of 12 lbs. resting on the table. The system is allowed to move from rest for two seconds, when the string breaks: find the position of each body after two seconds more. 10 marks.
5. A uniform beam 20 feet long and weighing 50 lbs. rests with its upper end against a smooth vertical wall and its lower upon a smooth horizontal floor at a distance of 8 feet from the wall, this end being connected with the base of the wall by a string: find the tension of the string. 10 marks.
6. Prove that if a body be projected vertically upwards in a vacuum, its velocity when it returns to the point of projection must be equal to the velocity with which it was projected but opposite in direction. 5 marks.
7. A body is projected up a smooth inclined plane which rises 1 to 8 with a velocity of 48 feet per second: find how long and how far it will move before it stops. 5 marks.
8. State and prove the *Triangle of Forces*. 5 marks.
9. A uniform rod whose weight is 10 lbs. is suspended by two strings attached to its ends and to a fixed point, so that the rod and strings (which are each of the same length as the rod) form the sides of an equilateral triangle: calculate the tension in each string. 5 marks.
10. Parallel forces of 5, 6, 7 and 8 lbs. act respectively at the corners of a square each side of which is 4 feet: calculate the position of the centre of these forces. 5 marks.

## SPHERICAL TRIGONOMETRY.—50 Marks.

Appendix.

Examination  
QuestionsMale  
Teachers

A. Papers.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Show that the surface of a sphere is  $4\pi r^2$ . 10 marks.
2. Given the base and area of a spherical triangle, find the locus of the vertex. 10 marks.
3. Give Napier's analogies, and prove any one of them. 10 marks.
4. In any spherical triangle  $\cos C \cos b = \cot a \sin b - \cot A \sin C$ . Prove this. 10 marks.
5. Express the area of a spherical triangle, in terms of two sides and the angle included by them.  
*Ex.  $a=60^\circ$ ,  $b=30^\circ$ ,  $C=135^\circ$ ; find the area.* 10 marks.
6. Define the term *spherical excess*. Show that the sum of the spherical excess of a spherical triangle and the perimeter of its polar triangle is constant. 5 marks.
7. Prove that any two sides of a spherical triangle are together greater than the third side. 5 marks.
8. In an equilateral spherical triangle show that  $\cos a = 2 \cos^2 \frac{1}{2}a \cos A$ . 5 marks.
9. Show that in any spherical triangle  
$$\frac{\sin A}{\sin a} = \frac{\sin B}{\sin b} = \frac{\sin C}{\sin c}$$
 5 marks.
10. In a spherical triangle  $a=75^\circ$ ,  $b=45^\circ$ ,  $C=60^\circ$ ; find the numerical value of  $\tan \frac{1}{2}(A-B)$ . 5 marks.

## B.—MALES.

B. Papers.

## DICTATION AND SPELLING BOOK.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

The Dictation Exercise is to be taken from the Lesson on "Trees," in the Fifth Book, pages 166-8, from "The Sycamore is a noble tree," to "bears a high reputation." The Dictation Exercise is to be done first, and taken up when completed. Corrections not to be allowed.

1. What use may be made of spelling-books in connexion with Dr. Sullivan's "practical plan" of teaching orthography? Describe the nature and character of the spelling-books superseded by his treatise. 10 marks.
2. Of the following pairs of words spelled in two ways, state which you prefer; and give the reason for your answer in each case:—*deift* and *delf*, *ecstasy* and *ecstasy*, *strawne* and *strawne*. 10 marks.
3. The tendency of our language is to accent the root, and not the termination of a word. Give instances—  
(a.) Of foreign words which have conformed to this tendency; and  
(b.) Of French words that have struggled successfully against it. 10 marks.
4. (a.) What is meant by what are usually called synonymous terms? Are such terms, strictly speaking, synonymous? 10 marks.
- (b.) Distinguish between *haughtiness* and *disdain*, *wisdom* and *prudence*, *ability* and *capacity*.
5. Write out the first rule for spelling; and mention—  
(a.) The classes of words that form apparent exceptions, and  
(b.) The several classes of words that form real exceptions to that rule. 10 marks.
6. Show that etymology is useful in spelling by reference—  
(a.) To the meaning and force of prefixes; and  
(b.) To the origin and signification of affixes. 5 marks.
7. Explain, as you would to a class, each of the following words by reference to its etymology:—*ought*, *endeavour*, *wrong*, *end*, *down*, *first*. 5 marks.

## Appendix L.

Examination  
Questions.Male  
Teachers.

B. Papers.

8. Write out the rule for spelling exemplified by the word *willful*, and give at least six words which are exceptions to that rule. Are such words as *well-being* exceptions to the rule? Explain fully. 5 marks.
9. Give at least four examples of Greek and Latin words that retain the pronunciation of the final *e*, which in English is always silent. 5 marks.
10. Distinguish in pronunciation and meaning the pairs of words spelled as follows:—*Polish*, *tear*, *slough*, *permit*. 5 marks.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. For what subjects are 'Notes of Lessons' most required? Give the substance of the observations in the Handbook of School Management concerning the preparation and use of such 'Notes.' 12 marks.
2. Explain fully the proper functions of text-books in teaching Grammar. 12 marks.
3. Draw out a Time Table for a school with an attendance of eighty pupils, the staff consisting of a principal and an assistant teacher, and a paid monitor. Show the duties of each member of the staff during the day. 12 marks.
4. Give the definition of School Discipline quoted in Mr. Robinson's Manual of Method, and state the means which you think necessary to secure it. 12 marks.
5. What are the various kinds of exercises suited for the different classes respectively while engaged at Desk Arithmetic? Show the importance of this lesson (i.e., Desk Arithmetic) for the senior classes. 12 marks.
6. What are the rules for constructing questions for examination on the subject matter of the Lesson Books? 6 marks.
7. In what way may the Dictionary be usefully employed in school work? What precautions must be taken as regards its use? 6 marks.
8. What parts of speech should be taught first, and why? 6 marks.
9. Show the importance of a teacher having a distinct object before him when giving a lesson in geography. 6 marks.
10. What is it that denotes good class teaching? 6 marks.

## GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

One hour and a half allowed.

1. "Farewell, a long *farewell*, to all my greatness.  
This is the state of man; to-day he puts forth  
The tender leaves of hope; to-morrow blossoms,  
And bears his blushing honours *thick* upon him:  
The third day comes a *frost*, a killing *frost*,  
And, when he thinks, good easy men, full surely  
His greatness is a ripening, *sips* his root,  
And then he falls as *I* do."

Write a paraphrase of the above, and parse the words in italics. 12 marks.

2. (a.) By what prefixes is the word *above* expressed in Latin and English. 12 marks.
- (b.) Mention five Latin prefixes signifying *beyond*.
- (c.) Give the derivations of each of the following words:—*antennae*, *nauseous*, *philippic*, *pentateuch*, *parasite*, *insult*. 12 marks.

3. Point out any errors in the following, and give a reason for the correction in each case:—

1. He was interrogated relative to that circumstance.
2. I found him better than I expected to have found him.
3. I do not say as some have done.
4. To live soberly, righteously, and piously, are required of all men.

5. Neither of these seems to think their opinion objectionable. 12 marks.
6. Longmans', Orme's, and Co.'s publications. 12 marks.
4. What modifications must be made of the general direction sometimes given to students to read as they would naturally speak the same words spontaneously? 12 marks.
5. "There's not the smallest orb which thou behold'st  
But in his motion like an angel sings,  
Still quiring to the young-eyed cherubim."
- (a.) Give a detailed analysis of the above; and 12 marks.
- (b.) State the principal rules for analysing sentences. 12 marks.
6. Specify the chief rules as regards the uses of *shall* and *will* in asking questions. 6 marks.
7. How are the following idiomatic expressions explained?—(i.) *Wee bidde you*, (ii.) *if you please*, (iii.) *methinks*; (iv.) *I am mistaken*. 6 marks.
8. At what period did the English language attain its full development, and who were the principal writers that perfected it? 6 marks.
9. (a.) By what name is the Heroic measure designated with reference to its metrical composition? 6 marks.
- (b.) What is meant by *accent*, *quantity*, *metre*, *rhyme*? 6 marks.
10. Give the substance of Creech's observations in reference to adjectives that appear to be used adverbially; and state Webster's rule on this idiomatic use of the adjective. 6 marks.

Appendix L  
Examination.  
Questions.  
Male Teachers.  
B. Papers.

### GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Draw a Map of Wales, showing the counties, bays, headlands and rivers. 12 marks.
2. Name the principal plateaus in the different continents, with their elevation. State their effect upon climate. 12 marks.
3. Name the provinces of the Hungarian Kingdom with their chief towns. 12 marks.
4. Describe fully the course of the Gulf Stream, giving all the particulars you can regarding this current. 12 marks.
5. How is Northern divided from Middle Scotland, and Middle from Southern Scotland? Write out the counties of Middle Scotland with their towns. 12 marks.
6. On what fact do the second and third laws of climate depend? 6 marks.
7. What are the principal rivers which drain the two slopes of the Pyrenees? 6 marks.
8. Explain why the mean temperature of the Northern Hemisphere exceeds that of the Southern. Give examples of the difference in mean temperature of corresponding latitudes, North and South. 6 marks.
9. Enumerate the British possessions in Asia. 6 marks.
10. In which of the German states are the following towns:—Heidelberg, Jena, Worms, Ratisbon, and Leipsic? 6 marks.

### LESSON BOOKS.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Upon what geological conditions does the fertility of soils depend? Instance some districts in Ireland to illustrate your answer. 10 marks.
2. Explain the circumstances under which the same sum of money may be said to be in full use at the same time by two persons. 10 marks.
3. What is Adam Smith's criterion of the amount to which a bank should limit its loans? 10 marks.
4. Describe the chemical change in the composition of wood converted into coal, and state the origin of the vapours known as *choke damp* and *fire damp*. 10 marks.

- Appendix L.* 5. How do the usages of the Houses of Lords and Commons differ with respect to:—
- Examination Questions.* (a.) Number of members required for continuance of business.  
(b.) Voting in person or otherwise?
- Alata Teachers.* State the principle of the distinction in the latter case. 10 marks.
6. What are boulders, and how did they reach their present sites? 5 marks.
- B. Papers.* 7. Mention three chief measures that have been recommended with a view to increasing the supply of salmon in Irish rivers. 5 marks.
8. Describe the process by which stone cylinders are in some parts of France divided horizontally, to make mill-stones. 5 marks.
9. How does Miss Martineau account for the prevalence of angular forms in Egyptian art? 5 marks.
10. "And Crispin Crispian shall ne'er go by  
From this day to the ending of the world."
- Write out the five lines that follow these. By whom, and when, is the speech supposed to have been delivered? 5 marks.

## BOOKKEEPING.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

On the 1st January, 1882, P. Simpson and R. Grew enter into partnership, and each lodges in the National Bank £2,000 to the credit of the firm of "Simpson and Grew." Profits and losses to be shared equally.

	£	s.	d.
Jan. 7. Purchased the ship "Mermaid," and paid for it in full with a cheque on the bank,	2,500	0	0
" 21. Paid for alterations and repairs of the "Mermaid" with a cheque on the bank,	250	0	0
" 22. Bought goods of H. Maclean for £1,800, and paid with a cheque £800, accepting his draft at three months for the balance. Shipped these goods per the "Mermaid," consigned to our agent, F. Sully, Madeira,	1,800	0	0
" 23. Drew from the bank for petty expenses	60	0	0
" 23. Paid for carriage and shipment of these goods, cash,	15	0	0
" 23. Paid for ship stores, wages, &c., cash,	35	0	0
" 23. Freight of goods shipped per the "Mermaid," by Masters and Co., at their own risk, due,	34	0	0
" 25. Insured "Mermaid" and cargo for £3,000 and paid premium with a cheque,	30	0	0
Mar. 30. The "Mermaid" and cargo have been wholly lost, and amount insured for has been lodged to the credit of the firm, at the National Bank,	3,000	0	0
1. Journalize the above transactions, paying strict attention to form and neatness,	10	marks.	
2. Post the Ledger,	10	marks.	
3. Exhibit the Trial Balance in neat form; and, at foot of Journal, make the proper entry of the balances.	10	marks.	
4. Balance the Accounts, and exhibit, in proper form, the Balance Sheet.	10	marks.	
5. Explain simply, as if to your pupils, how the affairs of the firm stand at the end of March, and how the partnership is to be dissolved.	10	marks.	
6. Journalize the following:—			
July 9. A. B. insures with me a ship's cargo valued at £500 at $1\frac{1}{2}$ per cent., £7 10s.			
Sep. 4. The cargo having arrived safe, A. B. remits me, in payment of premium, 36 dollars, for which I obtain £8 2s.			5 marks.
7. In what class of business is a Sales Book useful, and in what indispensable, and why?			5 marks.



8. H. Polly receives a letter from W. Bolger enclosing a bill for £100, and requesting him to discount it and pay the proceeds to F. Craig for W. Bolger. H. Polly does so, deducting 5 per cent. for discount. Write out H. Polly's Journal entry of this transaction, and also W. Bolger's and F. Craig's. Appendix L.  
Examination Questions.

9. In what does skill in bookkeeping chiefly consist? 5 marks:  
5 marks.
10. July 1. Consigned to my agent, L. Varley, Liverpool,  
Cattle for sale, . . . . . £500 0 0  
Paid for transport of same . . . . . 50 0 0  
" 27. Received from L. Varley an account of the sale of all the cattle  
for £680. His commission is £17 and the expenses incurred  
by him amount to £3. 5 marks.

Journalize these transactions.

### HISTORY.—40 Marks.

For Model School candidates only.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Give an account of the expedition of Xerxes against Greece. Where and under what general did he meet the first resistance? 8 marks.
2. Who were the Vikings? In what country did they settle under their celebrated leader Rollo, and at what period? 8 marks.
3. Who founded the Franco-Germanic empire? How long did it last? 8 marks.
4. What important result followed the battle of Sadowa? 8 marks.
5. What effect had the wars of Napoleon I. on Switzerland? 8 marks.
6. Give a brief account of the character and reign of Herod the Great. 4 marks.
7. What put an end to the Western Roman empire? Give the date. 4 marks.
8. What title had Edward III. to the French crown? Who was the rival claimant? 4 marks.
9. Give a short sketch of the History of Canada. 4 marks.
10. When was slavery abolished in the British Colonies, and at what cost? 4 marks.

### COMPOSITION.—50 Marks.

NOTE.—For Candidates seeking Model School appointments only.

Candidate to select as the subject of composition any one of the following:—

1. Uses of Rivers and Mountains.
2. Formation, growth, distribution, and uses of peat.
3. African Exploration and Discovery in the present century.

### REASONING.—50 Marks.

For Model School candidates only.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Exhibit a scheme showing the different kinds of "Opposition," and indicating which propositions are true, and which false, according to the matter. 10 marks.
2. "The predicate of an affirmative proposition is undistributed." State what are the apparent exceptions to this rule, and explain them. 10 marks.
3. Prove that, in the third Figure, the minor premise must be affirmative and the conclusion particular. 10 marks.

- Appendix.* 4. Explain what is meant by "Indefinite Propositions," and show that mistakes as to the "quantity" of such propositions will often give a plausible air to fallacies. 10 marks.
- Promission Questions.* 5. Show that disjunctive and conditional propositions are always affirmative. 10 marks.
- Male Teachers.* 6. (a.) What is Illative Conversion? (b.) Show that every proposition may be illatively converted. 5 marks.
- B. Papers.* 7. Whately mentions an objection sometimes brought against the Syllogism. How does he answer it? 5 marks.
8. Distinguish between Subject and Predicate in the following proposition—"No one is free who is enslaved by his appetite." 5 marks.
9. What is meant by the logical "agreement" of two terms? 5 marks.
10. Show that, in every Syllogism, one premise must be universal. 5 marks.

### AGRICULTURE.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Name the different classes of soils, and give some account of each. 10 marks.
2. Describe, as fully as possible, how *organic matter* is produced or increased in soils. 10 marks.
3. What is the effect of *burning land*; where may it be injurious, and where beneficial? 10 marks.
4. What are the constituents of food as supplied to farm stock? Name the classes and properties of the constituents assimilated by the animals consuming it. 10 marks.
5. What is meant by the term *artificial manures*; and by the term *special manures*? Upon what does the value of the latter depend? 10 marks.
6. What constituent should enter largely into a *special potato manure*, and why? 5 marks.
7. Describe the signs by which you would judge when *wheat, oats, and barley* should be reaped. 5 marks.
8. What crops are best suited to a *strong clay farm*? 5 marks.
9. What is the chief cause of *infertility in bog or peat soils*? 5 marks.
10. What is meant by *stolen or catch crops*? Name some of the plants grown for the purpose of stolen crops. 5 marks.

### ARITHMETIC.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. Find the 13th term of the series— $1\frac{1}{2}$      $2\frac{1}{2}$      $3\frac{1}{2}$     &c. 20 marks.
2. A, B, and C start simultaneously from the same place, and in the same direction, round an island, the length of the road being 51 miles; their rates of travelling are 7, 13, and 22 miles a day, respectively: when will they next be together? 20 marks.
3. By investing £1,932 10s. in stock, and selling out at 93 $\frac{3}{4}$ , I lost £17 10s.: at what price was the stock bought? (Disregard brokerage.) 20 marks.
4. A seven months' bill for £1,000 was drawn on the 16th of February, and discounted at 5 per cent. per annum on the 8th of July: find the banker's overcharge—i.e., the difference between the true and the mercantile discount. (Be careful to take the days of grace into account.) 20 marks.
5. A, B, and C can build a wall in 10, 18, and 30 hours, respectively; the three work together for an hour, and then C retires: how long will A and B, together, be doing the remainder of the work? 20 marks.
6. Sixteen men can do a piece of work in 5 days; 21 men and 12 boys can do it in 3 $\frac{1}{2}$  days: in what time could 1 boy do it? 10 marks.

7. A grocer's profits are one-sixth of his receipts when he sells tea at 6s. 6d. *Appendix.*  
a pound: how much per cent. would he gain by selling the tea at 7s. a pound? 10 marks. *Examination Questions.*
8. A legacy of £1,901 5s. is to be distributed amongst a number of persons in such a way that each shall receive as many shillings as there are persons: what will be the portion of each? 10 marks. *Male Teachers.*
9. Twenty-five men can do  $\frac{1}{6}$  of a piece of work in 15 days of 8 hours each: how many boys could do  $\frac{1}{6}$  of the work in 11 days of 10 hours each—the labour of 5 men being equivalent to that of 7 boys? 10 marks. *B. Papers.*
10. At a certain election there were two candidates, one of whom polled  $\frac{1}{5}$  of all the electors, and obtained a majority of 315 over his opponent;  $\frac{2}{3}$  of the constituency abstained from voting: find the total number of electors, and the number who voted for each candidate. 10 marks.

## GEOMETRY AND MENSURATION.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. Upon a given straight line describe a segment of a circle, containing an angle equal to a given acute angle. 20 marks.
2. Given the base, vertical angle, and sum of the remaining sides, construct the triangle. 20 marks.
3. Given the radius of a circle 10 and the chord of the arc 12; find the area of the sector. 20 marks.
4. If perpendiculars be let fall upon the sides of an equilateral triangle, from any point taken within it, prove that the sum of the perpendiculars is constant for all such points. 20 marks.
5. The area of a circular ring is 235.62 square yards; the diameter of the outer circle is 28 yards: required the diameter of the inner circle. 20 marks.
6. A segment of a circle, less than a semicircle, being given, complete the circle of which it is a segment. 10 marks.
7. The side of a square is 20; calculate the circumference of the circumscribed circle. 10 marks.
8. Enunciate and prove the 7th proposition of the Second Book of Euclid. 10 marks.
9. Given two points on the same side of an indefinite right line, find the point in this line such that the lines which join it to the given points shall be equally inclined to the given line. 10 marks.
10. Prove that if a right line cuts two parallel right lines the alternate angles are equal. 10 marks.

## ALGEBRA.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. A man has two-thirds of his property invested at four per cent., one-fourth at three per cent., and the remainder at two per cent.: his entire income is £430; find the value of his property. 20 marks.
2. Find the simple value of  $\frac{x+2a}{x-2a} + \frac{x+2b}{x-2b}$  when  $x = \frac{4ab}{a+b}$ . 20 marks.
3. Solve the equation:—
$$(a+b)x^2 + (a-b)x = \frac{ab}{a+b}$$
 20 marks.
4. Find the simple value of—
$$\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-c)(b-a)} + \frac{1}{c(c-a)(c-b)}$$
 20 marks.

## Appendix L.

## Examination Questions.

## Male Teachers.

## B. Papers.

5. Solve the equation:—

$$\frac{x}{\sqrt{x} + \sqrt{a-x}} + \frac{x}{\sqrt{x} - \sqrt{a-x}} = \frac{b}{\sqrt{x}} \quad 20 \text{ marks.}$$

6. Find the value of—

$$(a^2 - c^2) \{b^2 + c^2 - b(a-c) + c(b-a)\} \text{ when } a = \frac{1}{2}, \text{ and } a+b+c=0. \quad 10 \text{ marks.}$$

7. Reduce to its lowest terms—

$$\frac{2a^2 + ab - b^2}{a^3 + a^2b - ab^2} \quad 10 \text{ marks.}$$

8. Find the simple value of—

$$\frac{1}{2} \left\{ \frac{2x+a}{2x-a} - \frac{2x-a}{2x+a} \right\} \times \frac{4x^2 + 4ax + a^2}{2bx} \quad 10 \text{ marks.}$$

9. Solve the equation:—

$$\sqrt{\frac{x+4}{x-4}} + \sqrt{\frac{x-4}{x+4}} = \frac{10}{3} \quad 10 \text{ marks.}$$

10. Find two numbers in the ratio of  $1\frac{1}{2} : 2\frac{1}{2}$  such that when increased each by 15 the resulting numbers shall be in the ratio of  $1\frac{1}{2} : 2\frac{1}{2}$ .

10 marks.

## MECHANICS.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Prove that if a body fall from rest down an inclined plane, and another fall freely from rest through the vertical height of the plane, the velocities of the bodies will be equal. 10 marks.

2. An arrow is shot vertically upwards from the battlements of a tower with a velocity of 160 feet per second: where will it be in 1, 5, 10 and 12 seconds respectively—the resistance of the air being neglected? 10 marks.

3. Two weights of 2 lbs. and 3 lbs. are attached to the ends of a string which passes over a fixed pulley turning in a vertical plane, and the system is started from rest: calculate how far each weight will have moved at the end of 5 seconds, and the velocity which each will then have acquired. 10 marks.

4. Give the proof of either the "Parallelogram of Velocities" or the "Parallelogram of Forces." 10 marks.

5. Show that in a good balance the axes of suspension of the scale pans should be in the same plane with the axis of suspension of the beam. 10 marks.

6. A body is thrown upwards with a velocity of 256 feet per second: find the greatest height to which it will rise. 5 marks.

7. Define momentum. If  $m$  be the mass and  $v$  the velocity of a body, show that the momentum =  $mv$ . 5 marks.

8. In a system of pulleys containing four movable pulleys each of which is supported by a separate cord, the weight is 56 lbs.: determine the power which will support this weight. 5 marks.

9. When the wind acts on the sail of a boat at an angle inclined to the direction of the boat's motion, show by means of a diagram the amount of the force of the wind which is available in the direction of the boat's course. 5 marks.

10. Draw a sketch of a lever where the power acts at a point between the fulcrum and the weight, and prove that when there is equilibrium in this case,  $P : W :: \text{arm of Weight} : \text{arm of Power}$ . 5 marks.

## C. Papers.

## C.—MALES.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. What are the essential points to be attended to in the construction of school desks? In a school thirty feet long, and sixteen feet wide, what desk accommodation is necessary, and how may the desks be arranged? The attendance is to be calculated according to the usual scale. 12 marks.

2. What are the injurious effects of the habit of *prompting* in a school? How is it commonly practised, and how may it be suppressed? 12 marks.
3. What are the four elementary tables which should be taught to pupils learning Arithmetic, and how should each be taught? 12 marks.
4. Give the substance of Dr. Joyce's observations on *questioning*. 12 marks.
5. What are the faults most commonly committed by monitors and inexperienced teachers in teaching the First Book? Give the proper method. 12 marks.
6. What are Dr. Joyce's directions concerning the position of pupil, pen, and copy-book during the Writing lesson? 6 marks.
7. Under what two heads may the orthographical errors committed in writing dictation be classed? What is the cause of each? 6 marks.
8. Give the substance of the Commissioners' Rules regarding the admission of visitors to National Schools. 6 marks.
9. Explain the importance of transcription. What precautions are necessary in order to render the copying exercises really useful? 6 marks.
10. What is Dr. Joyce's plan for saving time without sacrificing efficiency in conducting a parsing lesson? 6 marks.

Appendix.  
Examination Questions.  
Note Teachers.  
C. Papers.

# 

N.B.—Only five questions to be attempted.

Two hours allowed.

The Dictation Exercise is to be taken from the Lesson on "Trees," in the Fifth Book, pages 166-8, from "The sycamore is a noble tree," to "bears a high reputation." The Dictation Exercise is to be done first, and taken up when completed. Corrections not to be allowed.

1. Long sounds in primitive words become short in derivatives. Give at least three pairs of words which exemplify this tendency, and state the reason assigned for the change in length of the vowel sounds. 10 marks.
2. Show, by means of the words *dead*, *bent*, and *drop*, that there are in English families of words; that is, of words allied in derivation and meaning. 10 marks.
3. When custom or authority is divided as to the orthography of a word, what should be our guide? Explain and exemplify. 10 marks.
4. What are the exceptions to the rule for spelling which is exemplified by the word *story*? 10 marks.
5. State the various meanings or applications of each of the following words as given in the Fifth Class of Verbal Distinctions:—*porter*, *vault*, *stock*. 10 marks.
6. "Accent, from its very nature, must affect not only the syllable under it, but also the syllable next it." Explain and exemplify this statement. 5 marks.
7. Name the three main sources of error in pronunciation, and say which is the most objectionable. 5 marks.
8. Explain, as you would to a class, each of the following words by reference to its etymology:—*pattern*, *pocket*, *stern*, *temper*, *falsome*, *chilblain*. 5 marks.
9. To each of the following words join affixes which will exemplify the fifth rule for spelling, or the exceptions to that rule:—*care*, *wise*, *whole*, *advance*. Explain fully how the rule (or exception) is exemplified in each case. 5 marks.
10. Distinguish in pronunciation and meaning the pairs of words in the Fourth Class of Verbal Distinctions spelt as follows:—*pendant*, *rarity*, *notable*. 5 marks.

## Appendix L.

Examination  
Questions.Male  
Teachers.

C. Papers.

## GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

One hour and a half allowed.

1.

"Yet not the more

Cease I to wander, where the muses haunt  
Clear spring, or shady grove, or sunny hill,  
Sweet with the love of sacred song; but chief  
Thee, *Slon*, and the flow'ry brooks beneath,  
That mark thy hallowed foot, and warbling flow,  
Nightly I visit—"

(a.) Write a paraphrase of the above, and (b.) parse the words in italics.

12 marks.

2. (a.) Besides the nominative case of a noun or pronoun what else may be the subject of a verb?

(b.) Give examples of (i.) an infinitive mood, and (ii.) a phrase being the object of a verb.

12 marks.

3. What is a Climax in Elocution; and how should it be read?

12 marks.

4. (a.) Derive the following words:—boundary, inimical, garden, chief, feud, hemorrhage.

(b.) Explain the meaning of the following prefixes by examples of their use in composition:—*be*, *bi*, *co*, *dis*.

12 marks.

5. (a.) Give a general analysis of the following—

"The quality of mercy is not strained;  
It droppeth as the gentle rain from heaven  
Upon the place beneath."

(b.) What are the principal adjuncts of the nominative or subject of a sentence?

12 marks.

6. Specify, with examples, six instances in which the subject or nominative follows the verb.

6 marks.

7. What distinction is sometimes made between the grammatical and logical divisions of a proposition?

Illustrate your answer by examples.

6 marks.

8. (a.) Explain fully what is meant by (i.) the derivation, (ii.) the classification, and (iii.) the inflection of words.

(b.) What do we understand by the "accidents" of a word?

6 marks.

9. Arrange in their proper classes, according to the divisions of articulate sounds, the following letters:—*b*, *d*, *f*, *h*, *l*, *m*, *p*, *q*, *r*, *t*, *v*, *x*.

6 marks.

10. Explain the origin and meaning of the auxiliary verbs *are*, *shall*, *can*, *ought*, *have*.

6 marks.

## GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Write out the provinces of Portugal with their chief towns.

12 marks.

2. State with illustrations, the various causes which affect climate.

12 marks.

3. Draw a map of Munster, inserting the principal rivers and mountains, and marking the position of two important towns in each county.

12 marks.

4. Name the counties of South Wales, with their chief towns.

12 marks.

5. What are the principal of the Orkney and of the Shetland islands? Name three towns in the Hebrides, with the island in which each is situated.

12 marks.

6. To what extent do the degrees of latitude differ in length, and from what cause?

6 marks.

7. State the length and breadth, with the estimated area and population of Africa.

6 marks.

8. What rivers take their rise in Mount St. Gothard? 6 marks.  
 9. Name the towns at the mouths of eight of the principal rivers of Ireland. 6 marks.  
 10. By what channel is the Isle of Wight separated from Hampshire? 6 marks.

Appendix.

Examination Questions.

Male Teachers.

C. Papers.

## LESSON BOOKS.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Whence does the *unwritten* or common law of the kingdom derive its force, and what matters chiefly does it determine? 10 marks.  
 2. State two essential reasons for holding a session of Parliament every year. 10 marks.  
 3. Name the two principal classes of banks, and mention some banks that are of both kinds. 10 marks.  
 4. In what parts of Ireland are the districts known as *coveuses*, and what does their subsoil consist of? 10 marks.  
 5. Trace the marks of providential design afforded (a.) by the colour of plumage in small birds, (b.) by the foliage of pine trees, (c.) by Iceland moss. 10 marks.  
 6. What plant is known as the chief agent in the formation of bog, and what is the character of the turf found at the base of the larger bogs? 5 marks.  
 7. In what counties were the most important groups of Irish copper mines situated? 5 marks.  
 8. State the most remarkable application of potato starch, in continental manufacture. 5 marks.  
 9. Describe the manner in which the Arabs ascend the bare and lofty stem of the date-palm. 5 marks.  
 10. Name the metals with which mercury unites freely, and give two instances of the use of mixtures so formed. 5 marks.

## BOOKKEEPING.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

S. Archer found his estate on the 1st January, 1892, to be as follows:—

## ASSETS.

	£	s.	d.
Cash in hand, . . . . .	18	3	6
Cash at National Bank, . . . . .	150	0	0
Goods, . . . . .	331	12	4
Legacy of W. Scott, in the hands of his executors, . . . . .	80	0	0

## LIABILITIES.

S. Archer's own acceptance at 2 months to B. Davis, due Jan. 5, . . . . .	170	0	0
The following transactions occurred subsequently:—			
Jan. 2. Sold goods for cash . . . . .	129	16	6
" 2. Lodged in the bank, . . . . .	130	0	0
" 3. Sold to R. Webb, goods, . . . . .	63	4	0
" 3. Received from R. Webb, H. Hall's acceptance to him at 1 month, due Jan. 10, . . . . .	60	0	0
" 4. Legacy of W. Scott has been lodged to S. Archer's credit at the N. Bank, . . . . .	80	0	0
" 5. Retired Bill due this day with a cheque on the Bank, . . . . .	170	0	0
" 5. Bought goods for £40, and paid for them less 25, discount allowed, with a cheque on the bank, . . . . .	35	0	0

On the night of the 5th January the goods unsold were totally destroyed by fire, and had not been insured. No cash was lost.)

L

- Appendix L.*  
*Examination Questions.*  
*Note Teachers.*  
 C. Papers.
1. From the above statement write out the Journal in neat form. 10 marks.
  2. Post the Ledger. 10 marks.
  3. Exhibit the Trial Balance in neat form; and, at foot of Journal, make the proper entry of balances. 10 marks.
  4. Balance the Accounts. 10 marks.
  5. Explain simply, as if to your pupils, how S. Archer's affairs stand after the accident. 10 marks.
  6. What are the advantages of Double Entry? 5 marks.
  7. State fully the purposes of Bookkeeping, and mention by what account or accounts each of these purposes is fulfilled. 5 marks.
  8. What was the nature of the transaction of which the following is a correct Journal entry:—

Sundries Dr. to Wine.

Cash,	.	£20	0	0
Bills receivable,	.	80	0	0
			£100	0

9. State how you distinguish the three classes of accounts and assign to its proper class each of the following:—"Stock," "House Expenses," "Cash," "W. Smith," "Wine," "Balance," "Profit and Loss," "Bills Payable." 5 marks.
10. What should the merchant infer, if, in balancing his accounts, he finds the credit side of the following to exceed the debit?—(a.) "Goods;" (b.) "W. Smith;" (c.) "Balance;" (d.) "Bills Payable." 5 marks.

#### AGRICULTURE.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Describe fully the process of formation of soils and the natural agencies which operate therein. 10 marks.
2. Give an account of the chemical and mechanical properties upon which fertility in soils depends. 10 marks.
3. Describe the action of drainage in land improvement. Name the two systems of drainage as described in the Introduction to Practical Farming. In what does difference in these systems consist? 10 marks.
4. Draw a plan of a cottage garden, showing the crops and rotation best suited to the small farmers of this country. 10 marks.
5. Describe clearly in what form butter exists in milk; name the agencies necessary to separate the butter; and describe how each acts. 10 marks.
6. What is meant by a rotation of crops? why is a rotation necessary or advisable? 5 marks.
7. What is the most perfect form of manure? why is manure necessary in farm cultivation? 5 marks.
8. What constituents of food are essential for young animals? 5 marks.
9. What regulates the quantity of seed sown upon the farm? 5 marks.
10. What principles should be observed in sowing hay? 5 marks.

#### ARITHMETIC.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. A and B are in partnership for the same length of time, and gain, respectively, £120, and £100: find their respective capitals—A's exceeding B's by £80. 20 marks.
2. A, B, and C, working together, can build a boat in 12 days; A by himself can build it in 34 days, and B by himself in 24 days: how long would C, by himself, be building it? 20 marks.
3. Five men drank 68½ of a cask of beer in 9 days: how long, at this rate, would 72 of the cask have lasted 6 men? 20 marks.



4. A grocer buys 3 tons of sugar, at £1 2s. a cwt., and mixes it with 35 cwt. of another quality, purchased at 4s. a stone: at what price per pound must he sell the mixture, in order to gain  $12\frac{1}{2}$  per cent. on his outlay? 30 marks.

5. A watch which, at half-past 9, A.M., on Tuesday, is 4 mins.  $8\frac{2}{3}$  secs. too fast, loses 2 mins. 45 secs. daily: what time will the watch indicate at a quarter past 5, P.M., on the following Friday? 30 marks.

6. Find the absent number in this compound proportion:—

$$\begin{array}{l} 18 : 2 \\ 7 : 6 \end{array} \} :: ? : .0004.$$

10 marks.

7. Extract (to three decimal places) the cube root of  $492\frac{3}{4}$ . 10 marks.

8. Divide £158 13s. 3d. into three such parts that the second shall be  $\frac{2}{3}$  of the first, and the third  $\frac{1}{2}$  of the second. 10 marks.

9. A bankrupt, whose assets realised £910 3s. 1½d., paid 9s. 8½d. in the pound: how much did he originally owe his creditors? 10 marks.

10. Find the least common multiple of these numbers:—112; 130; 145; 234. 10 marks.

## GEOMETRY AND MENSURATION.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. If a straight line be divided into two equal and also into two unequal parts: the squares of the unequal parts are together double of the square of half the line, and of the square of the line between the points of section. 10 marks.

2. The sides of a triangle are in the proportion of the numbers 20, 25, and 30, and the perimeter is 300 yards; find the area. 10 marks.

3. Enunciate and prove Euclid I., 44. 10 marks.

4. Given the sum of the side and diagonal of a square, construct the square. 10 marks.

5. State and prove the rule for finding the area of a triangle when the base and perpendicular height are given. 10 marks.

6. Required the diameter of a circular field containing 1A. 2R. 14r. 14½rds. statute measure. 5 marks.

7. Find a square equal to the difference of two given squares. 5 marks.

8. Divide a given straight line into three equal parts. 5 marks.

9. Prove that the straight lines which join the extremities of two equal and parallel straight lines, towards the same parts, are themselves equal and parallel. 5 marks.

10. A triangular field, the base of which is 738 links, and the perpendicular height 583 links, produces an income of £6 a year; at how much per acre is it let? 5 marks.

## ALGEBRA.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. A man bought a number of sheep for £94; having lost seven of them, he sold one-fourth of the remainder at prime cost for £30; how many sheep had he at first? 10 marks.

2. Solve the equation:—

$$\frac{1}{x+3} + \frac{2}{x+6} = \frac{3}{x+9}$$

10 marks.

3. Find the simple value of—

$$\frac{1}{2(x-1)} - \frac{1}{2(x+1)} - \frac{1}{x^2}$$

10 marks.

4. Find the greatest common measure of—

$$4a^2 - 5ab + b^2, \text{ and } 3a^3 - 3a^2b + ab^2 - b^3.$$

10 marks.

L. 2

Appendix.

Exami-

nation

Questions.

Male

Teachers.

C. Papers.

5. Prove that—

$$\frac{1+a}{1-a} - a = \frac{1+\frac{a+1}{1-a}}{1+\frac{a+1}{1-a}} = 1.$$

10 marks.

6. Find the value of—

$$a^4 - \frac{1}{2}(a+c)b - (a-b+c)acd \div (a^2+b^2+c^2)ac - \frac{1}{a}b^2 + a^2b - b^2c;$$

when  $a=1$ ,  $b=\frac{1}{2}$ ,  $c=-\frac{1}{2}$ , and  $d=0$ .

5 marks.

7. Find the values of  $x$  and  $y$ , in the following equation:—

$$y + \frac{x}{4} = 10 - \frac{y-2x-1}{3}$$

$$\frac{2x-1}{10} - \frac{6x-2y}{5} = \frac{x-y}{10}$$

5 marks.

8. Find the simple value of—

$$(a^2 - b^2 - c^2 - 2bc) \div \frac{a+b+c}{a+b-c}.$$

5 marks.

9. Remove the brackets and simplify—

$$a-2 \left[ 5b-3 \left\{ a-3(c-b) + 2 \left( c - \frac{a-2b-c}{2} \right) \right\} \right]$$

5 marks.

10. Solve the following equation:—

$$\frac{x+3}{x-8} = \frac{x-5}{x+7}$$

5 marks.

## A.—FEMALES.

Female  
Teachers.

A. Papers.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Explain clearly the importance of memory in school-work. What erroneous ideas prevail upon this point? 12 marks.

2. What is the proper method to be adopted for teaching and explaining the rules of syntax? 12 marks.

3. Describe fully the analytical and the synthetical methods of teaching geography. Which of these methods would you adopt, and why? 12 marks.

4. What is meant by the expansion of the text in teaching a reading lesson? When is expansion legitimate, and when not? Illustrate your answer from the lesson on the Lion, Book III. 12 marks.

5. Define notation and numeration. Explain the importance of a thorough knowledge of these branches, and show how you would teach either to a class. 12 marks.

6. "Orthography is, in most cases, a memory of the eye." Illustrate this statement, and state what conclusions are to be drawn from it. 6 marks.

7. What arrangements would you make for teaching needlework:—(a.) supposing your school to be conducted on the bipartite; (b.) on the tripartite system? 6 marks.

8. "Children should be taught the art of listening:" how are they to be so taught? 6 marks.

9. Give the substance of Dr. Joyce's observations regarding the teaching of punctuation. 6 marks.

10. Explain clearly the respective duties of teacher and pupils as regards home lessons. 6 marks.

## GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

One hour and a half allowed.

## 1. (Part I., p. 208).

Give me your pardon, sir: *I have done you wrong;*  
 But pardon it, as you are a gentleman.  
 This presence *knows*,  
 And you must needs have heard, how I am punished  
 With a sore distraction. *What I have done,*  
*That might your nature, honour, and exception,*  
*Roughly awake,* I here proclaim *was madness.*  
*Was't Hamlet wronged Laertes? Never, Hamlet:*  
*If Hamlet from himself be taken away,*  
*And, when he's not himself, does wrong Laertes,*  
*Then Hamlet does it not; Hamlet denies it.*  
*Who does it, then? His madness. If it be so,*  
*Hamlet is of the faction that is wronged;*  
*His madness is poor Hamlet's enemy.*

Write a paraphrase of the above, and parse the words in italics."

12 marks.

2. (a.) Derive the following words:—*passion, comely, eleemosynary, trespass, confiscate, apothegm.* (b.) Explain and give examples of the following significant syllables or words that enter into the composition of the names of rivers, mountains, towns, &c.:—*ay, bas, bury, esk, hohu, ser.*

12 marks.

3. State the principal cases in which the long rhetorical pause is used, with an example of each.

12 marks.

4. (a.) How has the possessive been indicated at various periods of the English language? (b.) What traces of older forms still remain?

12 marks.

## 5. Give a detailed analysis of the following sentence:—

"They heard, and were abashed, and up they sprung  
 Upon the wing; as when men, wont to watch  
 On duty, sleeping found by whom they dread,  
 Rouse and bestir themselves ere well awake."

12 marks.

6. (a.) Who were the chief Anglo Saxon writers? (b.) What is meant by "Early English?"

6 marks.

7. (a.) Define and exemplify three of the figures of orthography, and three of syntax. (b.) What is the difference between a *solecism*, and a *barbarism*?

6 marks.

8. Give two synonyms for each of the following words:—*try, achievement, adroit, ecstasy, thwart, querulous.*

6 marks.

## 9. State in detail the chief requisites for a good style in composition.

6 marks.

10. Name (a.) the four principal rules of concord in syntax; and (b.) the four principal rules of government.

6 marks.

## ENGLISH LITERATURE.—60 Marks.

## HAMLET.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Give the substance of the scene in the closet between Hamlet and his mother.

12 marks.

## 2. Sketch the character of Ophelia.

12 marks.

3. Paraphrase the following passages in language plain enough to be understood by average sixth class pupils:—

(a.) Holding a weak supposal of our worth,  
 Or thinking, by our late dear brother's death  
 Our state to be disjoint and out of frame,  
 Colleagu'd with the dream of his advantage,

Appendix L.

Examination Questions.

Penals Teachers.

A. Papers.

## Appendix L.

## Examination Questions.

## Female Teachers.

## A. Papers.

He hath not fail'd to pester us with message,  
 Importing the surrender of those lands  
 Lost by his father, with all bonds of law,  
 To our most valiant brother.  
 The canker galls the infants of the spring,  
 Too oft before their buttons be disclos'd;  
 And in the morn and liquid dew of youth  
 Contagious blastments are most imminent.

12 marks.

4. Tell who speaks each of the following, and under what circumstances each was spoken:—

- (a.) Neither a borrower nor a lender be.  
 (b.) Look here, upon this picture, and on this.  
 (c.) —'T is true 't is pity;  
 And pity 't is, 't is true.  
 (d.) They fool me to the top of my bent.

12 marks.

5. Write explanatory notes on the following passages, giving special attention to the words in *italics*:—

- (a.) *Mothought*, I lay  
 Worse than the *rustiness* in the *millions*.  
 (b.) Oh, how the *wheel* becomes it!  
 (c.) O, such a deed  
 As from the body of *contraction* plucks  
 The very soul.  
 (d.) Away, I do beseech you, both away;  
 I'll board him presently.

12 marks.

6. When Hamlet found his uncle on his knees praying, he was tempted to kill him. What were the considerations that induced him to refrain?

6 marks.

7. Give in detail, in your own words (or using the words of the text as far as you please), the whole of Hamlet's instructions to the players.

6 marks.

8. Give the substance of Polonius' advice to his son—(1) as regards his dress (2) as to borrowing and lending.

6 marks.

9. Write out Hamlet's soliloquy, beginning, "To be or not to be," &c.

6 marks.

10. State briefly the circumstances attending the deaths of Polonius, Ophelia, Laertes, Hamlet, the Queen?

6 marks.

## GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. State the extent of the Kingdom of Oude, its boundaries, provinces, and chief towns.

12 marks.

2. To what families of the human race do the Esquimaux, the natives of Australia, and the natives of New Zealand respectively belong? Describe any one of these families.

12 marks.

3. Draw a map of the eastern coast of Scotland, marking the maritime counties, and the principal rivers and headlands.

12 marks.

4. Write out the provinces of New Zealand with their chief towns.

12 marks.

5. What is meant by the parallel position, and what by the right position of the sphere? What is the other position?

12 marks.

6. Compare the continents as to extent of coast line, giving the length of coast line of each.

6 marks.

7. State the usual division of the Alps, giving the position and extent of each chain.

6 marks.

8. Describe fully the general system of atmospheric circulation.

6 marks.

9. State the area and principal exports of Ceylon.

6 marks.

10. Describe the Etesian winds. When and where do they blow?

6 marks.

## HISTORY.—40 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Mention the leading events in the history of Belgium, from the revolt of the Seven Provinces, till it became an independent kingdom. 8 marks.
2. Name the three tribes of Saxon invaders who settled in England, and the part of Europe from which each came. 8 marks.
3. What are the three important events which mark the decline of the Turkish power in Europe? Give the dates of these events. 8 marks.
4. State what you know of the transaction between Hastings and Sujah Dowlah, which, according to Macaulay, left a lasting stain on the fame of Hastings and England. 8 marks.
5. Mention the event for which each of the following places is celebrated in history.—Troy, Granicus, Crecy, Naseby. 8 marks.
6. State what you know of Joan of Arc. 4 marks.
7. Who were the heads of the Houses of Lancaster and York? 4 marks.
8. How long did the Kingdom of Israel, as distinct from Judah, last? By whom was it broken up? 4 marks.
9. Who were the Maccabees? What services did they render to their country? 4 marks.
10. What title had James VI. of Scotland to the English crown? 4 marks.

Appendix.

Examination Questions.

Female Teachers.

A. Papers.

## COMPOSITION.—50 Marks.

Candidate to select as the subject of Composition any one of the following:—

1. Importance of saving.
2. Value of Kindness and Patience in dealing with children.
3. Cultivation of Flowers.

N.B.—The proficiency in Penmanship, attained by Candidates taking A papers, will be judged from the style of handwriting exhibited in their exercises in Composition.

## ARITHMETIC.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. I invested a certain sum in 3 per cent. stock at 90½; after receiving a half-year's dividend, I sold out at 93½, thereby adding, altogether, £35 to my original capital: how much had I invested? (Disregard brokerage). 20 marks.
2. Divide £30 amongst 10 men, 15 women, and 18 children—giving three times as much to the 15 women as to the 18 children, and four times as much to each man as to each woman. 20 marks.
3. A and B, together, can do a piece of work in 8½ days; B and C, together, in 9½ days; and A and C, together, in 8½ days: in what time could each, by himself, do it? 20 marks.
4. A sold B a score of cattle at a profit of 5 per cent.; B sold them to C at a profit of £30; and C sold them to D for £654 7s. 6d., at a profit of 12½ per cent.: how much a head, on an average, did A pay for the cattle? 20 marks.
5. When discounted, on the 24th of June, at 6 per cent. per annum, a bill of exchange for £40 12s. 6d. realised £39 3s. 3d. in ready-money: on what day did the bill arrive at maturity? 20 marks.
6. Thirty men can do ¾ of a piece of work in 12 days of 8 hours each: what time would ¾ of the work occupy if half the men were to retire at the end of the first day? 10 marks.
7. The second and third terms of a proportion are .789 and .0045, respectively; and the fourth term is 8 times the product of these numbers: find the first term, 10 marks.

## Appendix L.

## Examination

## Questions.

## Female

## Teachers.

## A. Papers.

8. What number would, if multiplied by the sum of  $\cdot 654$  and  $\cdot 654$ , give unity for product? 10 marks.

9. A ratio, equal in value to  $4\frac{1}{2}$ , has 17s. 3d. for consequent: find the antecedent. 10 marks.

10. By mixing claret worth 16s. a gallon with an inferior quality worth 14s. a gallon, a grocer produces a mixture worth 14s. 8d. a gallon: how much of each kind does a gallon of the mixture contain? 10 marks.

## B. Papers.

## B.—FEMALES.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. What are the measures to be adopted:—(a.) as regards the teacher; (b.) as regards the pupils; (c.) as regards the school-room, to cultivate habits of neatness and order? 12 marks.

2. How, according to Mr. Robinson, may one country be made the standard in teaching geography? Explain the advantages of adopting this course. 12 marks.

3. The average attendance in your school is sixty, and you have a staff of two paid mistresses: give a detailed account of the manner in which you would employ them during the day, and of the arrangements you would make for their instruction, extra and ordinary. 12 marks.

4. What are the parts of which a complete dictation exercise consists? Give your opinion as to the relative importance of each part. 12 marks.

5. Give an account of the tripartite system of organisation, and state what staff, school accommodation, furniture and apparatus are necessary to carry it out successfully. 12 marks.

6. What is meant by simultaneous reading? What are its advantages, and what its defects? 6 marks.

7. Of what portions of etymology, usually given in school grammars, does Mr. Robinson suggest the omission, and on what grounds? 6 marks.

8. Supposing you wish to introduce singing or drawing into your school course, mention the arrangements as to time, &c., you would adopt—the system of organisation being bipartite, and the average attendance sixty. 6 marks.

9. What methods would you adopt to prevent unnecessary noise in a school? 6 marks.

10. With what class should home lessons begin? What are the home lessons suitable for this class? 6 marks.

## GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the parsing exercise must be one, are to be attempted.

One hour and a half allowed.

1. "Daughter of Jove, relentless power,  
Thou tamer of the human breast,  
Whose iron scourge, and tort'ring hour,  
The bad affright, afflict the best!  
Then generous spark, extinct, revive;  
Teach me to love and to forgive;  
Extract my own defects to scan,  
What others are to feel, and know myself a man!"

Write a paraphrase of the above, and parse the words in italics. 12 marks.

2. (a.) Explain the meaning of the following affixes by examples of their use in composition:—*tride*, *ism*, *ose*, *en*.

(b.) Derive the following words:—*naïve*, *appraise*, *endorse*, *posthumous*, *salary*, *pyramid*. 12 marks.

3. (a) What is a parenthesis?  
 (b) How should it be read?  
 (c) With what inflection should it terminate? 12 marks.
4. Name six great and distinguished writers, by whom the English language continued to be improved and enriched, subsequently to the reign of Elizabeth. 12 marks.
5. "Yet even these bones from insult to protect,  
 Some frail memorial still erected high,  
 With uncouth rhymes and shapeless sculpture decked,  
 Implores the passing tribute of a sigh."  
 (a.) Give a detailed analysis of the above.  
 (b.) Describe briefly the method recommended by Dr. Sullivan for analysing sentences. 12 marks.
6. How is it shown that, strictly speaking, there is no passive voice in the English language? 6 marks.
7. Enumerate the principal figures of Syntax and Rhetoric, with an example of each. 6 marks.
8. Define the following:—*epic poem, sonnet, ode, elegy, stanza.* 6 marks.
9. Give the leading rules of *punctuation.* 6 marks.
10. Give examples, in short sentences, of the uses of the following words with appropriate prepositions attached:—*deficient, derogatory, conformable, imitate, coarsen, independent.* 6 marks.

Appendix L.  
 Examination Questions.  
 For use of Teachers.  
 B. Papers.

### GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Name the provinces embraced in the Dominion of Canada, with their chief towns. What colony of British North America is not included in the Dominion? 12 marks.
2. Draw a map of the six northern counties of England, marking the principal towns, rivers, inlets, and headlands. 12 marks.
3. Enumerate the vegetable zones, giving the limits of temperature for each. 12 marks.
4. Name the divisions of the Moors, with their chief towns. 12 marks.
5. What are the principal manufactures carried on in France, and what towns are the chief seats of each? 12 marks.
6. What is the main difference between an insular and a continental climate, and on what does this difference chiefly depend? 6 marks.
7. What are the principal seaports of Russia on the White Sea, the Baltic, the Black Sea, Sea of Azov, and Caspian? 6 marks.
8. What are the two insular provinces of Spain? Name the islands composing each and their chief towns. 6 marks.
9. Give an example of a fresh water lake and a salt water lake formed by the same river, and explain. 6 marks.
10. On what conditions does the distribution of moisture on the surface of the earth mainly depend? 6 marks.

### LESSON BOOKS.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. In measuring our rewards or praise of different virtues in children, what gradation should be observed? And what class of good qualities cannot reasonably be expected from children at an early age? 10 marks.
2. State the two principles which appear to have regulated the manner of burial of the early Christians in the catacombs of Rome. 10 marks.
3. To what suggested thoughts and associations does Lord Jeffrey attribute the sense of beauty derived from contemplation of (a.) the picture of a smiling English landscape, (b.) the picture of a wild Highland scene? 10 marks.

- Appendix L.*  
*Examination Questions.*  
*Female Teachers.*  
*B. Papers.*
4. Write out the stanzas beginning with the following lines, and name the author of each :—
    - (a.) Some amidst India's groves of palm.
    - (b.) Thus in extremes of cold and heat.
 10 marks.
  5. To what situations within the tropics are hurricanes and tempests confined, according to Humboldt? 10 marks.
  6. State the characteristics by which the Moral Law given to the Jews was peculiarly fitted to be a code for all mankind. 5 marks.
  7. Upon what three chief grounds may cleanliness be recommended, according to Addison? 5 marks.
  8. Name the natural substances used in place of window glass, and the countries in which they are employed. 5 marks.
  9. State the two modes in which banks advance money to their customers. 5 marks.
  10. By what writer, and in which of his works, was the modern system of reforming criminals foreshadowed more than a hundred years ago? 5 marks.

## COMPOSITION.—50 Marks.

*NOTE.*—For Candidates seeking Model School appointments only.

Candidate to select as the subject of Composition any one of the following:—

1. Effects of War and Peace.
2. Bee culture.
3. Industry and Perseverance.

## HISTORY.—40 Marks.

For Model School candidates only.

*N.B.*—Only five questions to be attempted.

Two hours allowed.

1. When did the people of Europe begin to cultivate commerce? What country took the lead in commercial enterprise? 8 marks.
2. What led to the union of the crowns of England and Scotland? Give the date. 8 marks.
3. What effect had the capture of Babylon by Cyrus on the captive Jews? Who were the Jewish leaders at this crisis? 8 marks.
4. When, and under whom, did Prussia become an independent state? Sketch the subsequent history of that kingdom. 8 marks.
5. Who were the Shepherd kings? By whom were they subdued? 8 marks.
6. When was Palestine reduced to a Roman province? 4 marks.
7. What changes took place in England under the Saxon rule? 4 marks.
8. What proofs have we that Egypt was distinguished for civilization and science in the earliest periods of the world? 4 marks.
9. Name the great Spartan lawgiver, and mention the advantage which his laws conferred on that State? 4 marks.
10. Give the name and date of accession to the English throne of the last Sovereign of the House of Stuart. 4 marks.

## ARITHMETIC.—100 Marks.

*N.B.*—Only five questions to be attempted.

Two hours and a half allowed.

1. By mixing 1 lb. of his best coffee with 3 lbs. of an inferior quality worth 1s. 4d. a lb., a grocer produces a mixture worth 1s. 4½d. a lb.: find the price per lb. of his best coffee. 20 marks.
2. What income would be derived from a capital of £5,000 if  $\frac{1}{3}$  of the capital were invested in 3 per cent. stock at 90, and the remainder in 5 per cent. stock at 120? (Disregard brokerage.) 20 marks.



3. At what time, between 7 and 8 o'clock, do the hands of a watch point in opposite directions? 20 marks. *Appendix L.*
4. If 7 oz. of gold, 15 carats fine, were mixed with 5 oz., 12 carats fine, how much pure gold would there be in 4 oz. of the mixture? 20 marks. *Examination Questions.*
5. Find the smallest increment which would convert  $\cdot 543\bar{4}$  into an integer. 20 marks. *Finals Teachers.*
6. Set down the first six common multiples of two numbers whose least common multiple is 48. 10 marks. *B. Papers.*
7. Express an Avoirdupois ounce as a decimal of a Troy pound. 10 marks.
8. Find a fourth proportional to the difference, the product, and the sum, of 1·081 and ·456. 10 marks.
9. By selling an article for 18s., a shopkeeper lost  $\frac{2}{3}$  of his outlay: what portion of his outlay would he have lost, or gained, by selling the article for £1 12s. 6d.? 10 marks.
10. On a debt of £376 a creditor was paid a dividend of 7s. 10d. in the pound; on what still remained due, he was afterwards paid a further dividend of 2s. 6d. in the pound: how much did he receive altogether? 10 marks.

## BOOKKEEPING.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

		£	s.	d.
1882. Jan 1.	I have on hands:—			
	Cash, . . . . .	63	4	8
	Goods, . . . . .	526	2	4
	Warehouse valued at . . . . .	300	0	0
	F. Small owes me . . . . .	48	6	0
	My acceptance of C. Riddle's draft at 2 months will be due on 12th January, . . . . .	100	0	0
" 3.	Sold to F. Small—Goods, £300, and drew on him at 3 months a bill which he accepted for . . . . .	220	0	0
" 5.	Discounted F. Small's acceptance and received . . . . .	217	15	0
" 7.	Bought goods for cash £120, less £6 discount allowed, . . . . .	114	0	0
" 12.	Retired acceptance of C. Riddle's draft, . . . . .	100	0	0
" 15.	Paid for enlargement and improvement of warehouse . . . . .	50	0	0
" 31.	Goods on hands, valued at . . . . .	566	2	4
" 31.	Warehouse valued at . . . . .	348	0	0

1. From the statement given above write the Journal in neat form. 10 marks.
2. Post the Ledger. 10 marks.
3. Exhibit the Trial Balance. 10 marks.
4. Balance the Accounts. 10 marks.
5. Write out in plain terms an inventory of the estate at the conclusion of these transactions. 10 marks.
6. State concisely, but fully, the rules for Dr. and Cr. 5 marks.
7. How should errors in Bookkeeping be corrected? Illustrate your answer with an example. 5 marks.
8. Explain how transactions are traced from one book or account to another. 5 marks.
9. Explain, as you would to a class of pupils, how a "Wine" Account is closed, and how gain or loss is ascertained from it. 5 marks.
10. When money goes out, and no commodity has been received, or is to be received for it, there are two different ways of posting the transaction according to circumstances. Describe these, illustrating your answer with the following instances:—

- (a.) Money subscribed for some charitable purpose.
- (b.) Duty paid on wine. 5 marks.
- (c.) Wages paid to his carriers by a coal merchant.

## Appendix L.

## DICTATION AND SPELLING BOOK.—50 Marks.

Examination  
Questions.

N.B.—Only five questions to be attempted.

Two hours allowed.

Female  
Teachers.

B. Papers.

The Dictation Exercise is to be taken from the Lesson on "The Immensity of the Universe," Fifth Book, page 60, from "It is to be observed," to the end. The Dictation Exercise is to be done first, and taken up when completed. Corrections not to be allowed.

1. How does Dr. Sullivan propose to supersede the old method of learning the meanings of words from a dictionary? What authorities does he quote in support of his view? 10 marks.

2. The radical accent is counteracted by the tendency in compound and derivative words to follow the accent of their primaries.

(a.) Give instances to illustrate this statement;

(b.) Cases in which the radical tendency has prevailed; and

(c.) Words in which the contest is as yet undecided. 10 marks.

3. The tendency in English to accent the root and not the termination of a word is crossed by two other natural tendencies in our language. Explain and exemplify this statement. 10 marks.

4. (a.) What, according to Campbell, are the two occasions on which synonymous words may be used?

(b.) Give at least four instances of duplicate words, or words, strictly speaking, synonymous, and state the source from which each is derived. 10 marks.

5. Write out the rule for spelling exemplified by the word *optic*, and give two distinct classes of words which form exceptions to that rule. 10 marks.

6. Distinguish between *visiter* and *visitor*, *thrash* and *thresh*; and state your reasons for writing *apostasy* instead of *apostency*, *radiant* instead of *radiant*, *alcham* instead of *alcham*. 5 marks.

7. Explain, as you would to a class, each of the following words by reference to its etymology:—*brood*, *appal*, *deft*, *embroider*, *scrap*, *rilly*. 5 marks.

8. What rules enable us to decide whether we should write *z* or *s* in words ending in *ize* and *ise*? 5 marks.

9. To each of the following words join affixes which will exemplify the second rule for spelling, or one of the exceptions to that rule:—*stop*, *hot*, *gossip*, *label*, *wool*.

Explain fully how the rule (or exception) is exemplified in each case. 5 marks.

10. State the various meanings or applications of each of the following words:—*spring*, *foot*, *fold*. 5 marks.

## C.—FEMALES.

G. Papers.

## METHODS OF TEACHING, &amp;c.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. What is Dr. Joyce's definition of mental arithmetic? Show the importance of this subject, and state briefly how it should be taught to the different classes in your school? 12 marks.

2. In his observations upon teaching spelling, Dr. Joyce says:—"What the teacher should endeavour to accomplish is this." What are the requirements in question, and what are the means of accomplishment? 12 marks.

3. Supposing the pupils in a third class are introduced to a new reading lesson of ordinary difficulty, explain fully the method of teaching it which you would adopt. 12 marks.

4. Give the substance of the remarks in the Handbook upon the marching and recreation of pupils. 12 marks.

5. Explain the bipartite system of organisation, and draw out a time-table upon that system suited to a girls' school with an average attendance of forty pupils. 12 marks.

6. What are the difficulties experienced by children when learning simple subtraction? Frame a test question embracing these difficulties. 6 marks. *Appendix L.*
7. What entries should be made in the School Register respecting a pupil (a) on admission to the School; (b) during continuance at School; (c) on leaving School. 6 marks. *Examination Questions.*
8. What are the defects of simultaneous answering? Under what circumstances is it useful? 6 marks. *Female Teachers.*
9. What are the injurious effects of excessive quickness, and also of excessive slowness, respectively, in putting questions? 6 marks. *C. Papers.*
10. What effect may the seasons of the year have upon your school arrangements? What alterations in these arrangements would you make when such are necessary? 6 marks.

### DICTIONATION AND SPELLING BOOK.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

The Dictation Exercise is to be taken from the Lesson on "The Imminence of the Universe," in Fifth Book, page 60, from "It is to be observed," to the end. The Dictation Exercise is to be done first, and taken up when completed. Corrections not to be allowed.

- How does the seat of the accent serve as a guide in the pronunciation of final syllables in *ice, ile, &c.*? 10 marks.
- To each of the following words join affixes which will exemplify the first rule for spelling:—*beauty, heavy, Sicily, copy, fancy, oblige.*  
Explain fully how the rule (or exception) is exemplified in each case. 10 marks.
- Explain fully, as you would to a class, that the word *unobscured* is an exception to the second rule for spelling. 10 marks.
- Define the following terms:—*Primitive word, derivative word.* State the several ways in which English derivatives are formed from their primitives, and exemplify each method by at least two examples. 10 marks.
- Explain each of the following words by reference to its etymology:—*Bedlam, bairn, bread, war, riddle, shuffie, regale.* 10 marks.
- What is the threefold pronunciation of foreign words admitted into the English language? 5 marks.
- Give the meanings of the following "difficult and irregular" words:—*Allegro, mansoleum, opacity, laconic, halcyon, synonym.* 5 marks.
- Give the various applications or meanings of each of the following words as given in the Fifth Class of Verbal Distinctions:—*fry, mean, pale.* 5 marks.
- Distinguish in pronunciation and meaning the following pairs of words as given in the Fourth Class:—*lower, excuse, char.* 5 marks.
- Write out the seventh and eighth rules for spelling. 5 marks.

### GRAMMAR AND DERIVATIONS.—60 Marks.

N.B.—Only five of these questions, of which the passing exercise must be one, are to be attempted.

One hour and a half allowed.

- Write a paraphrase of the following passage, and parse the words in italics:—

"Three poets in three distant ages born,  
Greece, Italy, and England did adorn.  
The first in loftiness of thought surpassed;  
The next in majesty; in both the last;  
The force of nature could no further go,  
To make a third she joined the other two.

12 marks.

Appendix L.

Examination Questions.

Female Teachers.

C. Papers.

2. (a.) Why should Irregular Verbs of the third class be thoroughly learned, and (b.) what is the readiest and most effectual method of making pupils acquainted with the Irregular Verbs? 12 marks.
3. What inflections should be used in reading interrogative sentences? 12 marks.
4. (a.) Trace and explain the derivation of each of the following words:—*journal, grotesque, orthodoxy, mortmain, gumnative, worse.*  
(b.) Name some of the advantages to be derived from learning prefixes, affixes, and roots. 12 marks.
5. "If there's a Power above us—  
And that there is, all nature cries aloud  
Through all her works—He must delight in virtue;  
And that which He delights in must be happy."
- (a.) Give a detailed analysis of the foregoing passage.  
(b.) What are the general rules by which a simple sentence may be analysed? 12 marks.
6. Name the past tense indicative, and the past participle of the following verbs:—*awake, arise, bear, climb, drink, flee, fly, hang, lay, lie, ring, tear.* 6 marks.
7. Give a list of the Defective Verbs, and specify those that are obsolete. 6 marks.
8. When are Compound Personal Pronouns called (a.) Emphatic, (b.) Reflective? Give examples. 6 marks.
9. In such an expression as, *To trip it o'er the green*, what does the pronoun *it* stand for? 6 marks.
10. Mention, with examples, the correlatives of *so, whether, as, because, although, both.* 6 marks.

## GEOGRAPHY.—60 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. What is the mean temperature of the earth at the equator? What is the range of temperature in the first vegetable zone, and how far does that zone extend? 12 marks.
2. Draw a map of Ulster, showing the rivers, bays, headlands, islands, and lakes. 12 marks.
3. Name the chief manufacturing towns of England, the manufacture for which each is noted, and the county in which situated. 12 marks.
4. In what shires are the following towns:—Dundee, Dunkeld, Campbeltown, Kilmaraock, Stranraer, Lewes, Bury St. Edmunds, Chelmsford, Lynn, Cardiff? 12 marks.
5. Name the states composing Central America. 12 marks.
6. What towns are at the mouths of the following rivers:—Douro, Tagus, Garonne, Volga, South Dwina? 6 marks.
7. Name the principal capes and islands of Africa. 6 marks.
8. What are the culminating points of the Kerry Mountains, the Mourne Mountains, the Wicklow Mountains, and the Donegal Mountains? Give the height in each case. 6 marks.
9. Name two groups of islands in the Mediterranean Sea, and the islands composing each group. 6 marks.
10. What rivers flow into the Persian Gulf, the Sea of Aral, the Gulf of Riga, and the Gulf of California? 6 marks.

## LESSON BOOKS.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

Appendix L

Examination Questions.

Private Teachers.

C. Papers.

1. Distinguish the three portions of the law given by God to the Israelites, the class of duties regulated by each division, and the portions which are no longer binding. 10 marks.
2. In what three respects do shrubs chiefly differ from trees? Point out the advantages of some of the peculiarities of shrubs. 10 marks.
3. Write out the last three stanzas of "The Brook," beginning "I slip, I slide," &c., and explain the phrases "to hicker down a valley," "by twenty thorns," "my shingly lawn," occurring in the same poem. 10 marks.
4. "Columbus died in ignorance of the real grandeur of his discovery." Explain this. What were his impressions as to the position of Hispaniola and Cuba with reference to the Old World? 10 marks.
5. Name the three principal species of whale. Of these, which is the largest, and which the most valuable? Describe the manner in which spermaceti is taken from the animal that supplies it. 10 marks.
6. How are the cocoons of the silk worm prepared for the manufacture of silk thread? 5 marks.
7. How are (1) lunar caustic, (2) indelible, or marking ink, obtained? 5 marks.
8. State the moral of the fable of the "Horse and the Stag." 5 marks.
9. Write out at least five of the rules given in the Girls' Reading Book for the prevention of accidental fires. 5 marks.
10. What tree is entitled by its beauty to the title of "Queen of the Woods?" For what purposes are its bark and its seed-vessels used? 5 marks.

## ARITHMETIC.—100 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

1. Divide £53 16s. 3d. amongst three persons, so that one of them shall receive  $2\frac{1}{2}$  times as much as each of the others. 20 marks.
2. What principal would, at 4 per cent. per annum, simple interest, amount to £416 3s. 4d. in 117 days? 20 marks.
3. What annual income could a person secure by investing £2,846 in 3 per cent. stock at 80? (Disregard brokerage.) 20 marks.
4. If the charge for the carriage of 9 tons be £12 2s. 0d. for 84 English miles, what should be the charge for the carriage of 27 tons for 100 Irish miles? 20 marks.
5. Find the absent number in this compound proportion—  

$$\begin{array}{l} 2 : 3 \\ ? : 4 \end{array} \quad \begin{array}{l} 11 \\ 1 \end{array} : 6 : 75.$$
 20 marks.
6. Find the least common multiple of 913 and 1079. 10 marks.
7. I buy a quantity of merchandise at £4 13s. 4d. a ton; at what price per stone must I sell it in order to gain 25 per cent.? 10 marks.
8. How many times is  $\cdot 075$  of a shilling contained in  $\cdot 75$  of £1? 10 marks.
9. Compute, by Practice, the price of 63 tons 18 cwt. 3 qrs.  $\frac{1}{2}$  at 5s. 9 $\frac{1}{2}$ d. a stone. 10 marks.
10. Divide the sum of  $1\frac{1}{2}$  and  $\frac{1}{15}$  by their difference. 10 marks.

Appendix L.  
Exami-  
nation  
Questions.

II.—QUESTIONS proposed at the Examination of Teachers (July, 1882), Candidates for Certificates to teach certain Extra Branches in National Schools.

GREEK.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

Translate and annotate :—

I.

ΞΕΝΟΦΩΝ.

(a.) Ἐπεὶ δὲ ἐδόκουν αὐτῇ σχολαίως ποιεῖν, ὥσπερ ὀργῇ ἐκίλευσε τοὺς περὶ αὐτὸν Πέρσας τοὺς κρατίστους, συνεπιστεῦσαι τὰς ἀμάξας. Ἐνθα δὲ μέρος τι τῆς εὐταξίας ἦν θεάσασθαι. Ῥίψαντες γὰρ τοὺς πορφύρους κἀνδύς, ὅπου ἕκαστος ἔνυχεν ἱστοῦς, ἵεντο, ὥσπερ ἂν ὁράμην τις περὶ νίκης, καὶ μάλα κατὰ πρᾶνους γηλόφους, ἔχοντες τούτους τε τοὺς πολυτελεῖς χιτῶνας, καὶ τὰς ποικίλας ἀναξυρίδας, ἔνιοι δὲ καὶ στρεπτοὺς περὶ τοῖς τραχήλοις, καὶ ψέλλια περὶ ταῖς χερσίν· εὐθὺς δὲ σὺν τούτοις εἰσπηδήσαντες εἰς τὸν πηλὸν βῆττον ἢ ὥς τις ἂν φετο μετῴρους ἐξακόμισαν τὰς ἀμάξας.

5 marks.

(b.) Ἀλλὰ τί δὴ, ὦμᾱς ἔξὼν ἀπολέσαι, οἷα ἐπὶ τοῦτο ἤλθομεν ; Βδ' ἴσθι, ὅτι ὁ ἡμῶς ἔρωσ τούτου αἴτιος, τὸ τοῖς Ἑλλήσιν ἐμὲ πιστὸν γενέσθαι, καὶ ἧ Κῦρος ἀνέβη ξηλικῶς διὰ μισθοδοσίαν πιστεύων, τούτῳ ἐμὲ καταβῆναι δι' ἐνεργεσίας λοχηρόν. Ὅσα δέ μοι ὦμᾱς χρήσιμα ἔσσιθε τὰ μὲν καὶ σὺ εἶπες, τὸ δὲ μέγιστον ἐγὼ οἶδα· τὴν μὲν γὰρ ἐπὶ τῇ κεφαλῇ τιάρων βασιλεῖ μόνη ἔστιν ὀρθὴν ἔχειν, τὴν δ' ἐπὶ τῇ καρδίᾳ ἴσως ἂν, ὦμων παρόντων, καὶ ἕτερος εὐπεγῶς ἔχει.

5 marks.

II.

ΗΟΜΕΡ.

(a.) Καὶ μὰ τὸδε σέξπτρον, τὸ μὲν οὐποτε φύλλα καὶ ὄζους φύσει, ἐπειδὴ πρῶτα τομῶν ἐν ὄρεσσι λείπονται, οὐδ' ἀναβηλῆσαι· περὶ γὰρ βῶ ἡ χαλεκὸς ἔλαψεν φύλλα τε καὶ φλοῖον· νῦν ἀπὲρ μιν υἷες Ἀχαιῶν Ἐν παλάμῃ φορέουσι δικασπύλοι, αἵτε θέμιστας Πρὸς Διὸς εἰρύεται· ὁ δὲ τοι μέγας ἴσσεται ἄρκος· Ἦ ποτ' Ἀχιλλῆος ποτὴν ἔξεταί υἷας Ἀχαιῶν Σήμεντας· τότε δ' οὔτι δυνήσεται ἀχνόμενός περ Χραιομεῖν, εἴτ' ἂν πολλοὶ ὕψ' Ἑκτορος ἀνδροφόνου Ονίσκοντες πίπτωσι· σὸ δ' ἐνδοθὶ θυμὸν ἀμύξει Χωόμενος, ὅτ' ἀριστον Ἀχαιῶν οὐδὲν ἴσους.

10 marks.

(b.) Ἡμερ δ' ὀφθαλμῶν παραφύλακα ταῖθα τίθηναι· Πάντα δ' ὑπεμνήμυκε, δεδιάρκοντα δὲ παρειαί. Δευόμενος δὲ τ' ἄναισι πάϊς ἐς πατρός ἐταίρους, Ἄλλον μὲν χλαίνης ἐρώων, ἄλλον δὲ χιτῶνος· Τῶν δ' ἐλεησάντων κοτόλην τις τυτθὸν ἐπέσχεν, Κεῖλα μὲν τ' ἐδίην', ὑπερήνην δ' οὐκ ἐδίηεν. Τὸν δὲ καὶ ἀμφιβαλὴς ἐκ θαυόος λοτυφέλιξεν, Χερσὶν πεπληγὼς καὶ οὐκ ἐλπίσειν ἐνίσσων· Ερρ' οὕτως· οὐ σὸς γε πατὴρ μεταδαίνονται ἡμῖν.

10 marks.

## III.

## DEMOSTHENES.

Apprehend.

Exami-  
nation  
Questions.

(a.) Τὸ μὲν οὖν ἐπιτιμῶν ἴσως φέσαι τις ἂν ῥάδιον καὶ παντὸς εἶναι, τὸ δ' ὑπὲρ τῶν παρόντων ὅτι δεῖ πράττειν ἀποφαίνεσθαι, τοῦτ' εἶναι συμβούλιον. ἐγὼ δ' οὐκ ἀγνοῶ μὲν, ὦ ἄνδρες Ἀθηναῖοι, τοῦτ', ὅτι πολλάκις ὑμεῖς οὐ τοὺς αἰτίους, ἀλλὰ τοὺς ὑστάτους περὶ τῶν πραγμάτων εἰπόντας ἐν ὀργῇ παύεσθε, ἂν τι μὴ κατὰ γνώμην ἐκβῇ· οὐ μὴν οἶμαι δεῖν τὴν ἰδίαν ἀσφάλειαν σκοποῦνθ' ὑποστειλάσθαι περὶ ὧν ὑμῖν συμφέρειν ἡγούμαι.

5 marks.

(b.) Τί δὲ τὸ πάντων αἰτίον τούτων, καὶ τί δὲ ποτε δεῖν εἶχε καλῶς τότε καὶ νῦν οὐκ ὀρθῶς; ὅτι τὸ μὲν πρότερον στρατεύεσθαι τελευτῶν αὐτὸς ὁ δῆμος δεσπότης τῶν πολιτευομένων ἦν καὶ κύριος αὐτὸς πάντων τῶν ἀγαθῶν, καὶ ἀγαπῶν ἦν παρὰ τοῦ δήμου τῶν ἄλλων ἐκάστη καὶ τιμῆς καὶ ἀρχῆς καὶ ἀγαθοῦ τινας μεταλαβεῖν· νῦν δὲ τοῦναντίον κύριοι μὲν οἱ πολιτευόμενοι τῶν ἀγαθῶν, καὶ διὰ τούτων πάντα πράττειται, ὑμεῖς δ' ὁ δῆμος ἐκνευρομένοι καὶ περιτρομένοι χρήματα καὶ συμμάχους ἐν ἐπὶ κέρτου καὶ προσθήκῃς μίρει γέγεννησθε, ἀγαπῶντες ἴαν μεταδιδῶσι θεωρικῶν ὑμῖν ἢ βοηθήματα πέμψουσιν οὗτοι, καὶ τὸ πάντων ἀνδρείοτατον, τῶν ὑμετέρων αὐτῶν χάριν προσοφείλτε.

10 marks.

## IV.

1. (a.) What does the *middle voice* denote?
- (b.) In what class of verbs is the *pure reflexive* meaning of the *middle voice* found?
2. Decline *δωρε*.
3. What is expressed by *οὐ μὴ*—
  - (a.) With the second person of the future indic.
  - (b.) With the aor. subj. and with other persons of the future indic.

5 marks.

Translate into Greek:—

Be sure not to do what has often been detrimental to you. I was near crying. You not straggled in giving us nothing. Nothing was done because he was not present.

10 marks.

## V.

1. Give an account of the objects, and procedure of the Amphictyonic Council.
2. Distinguish between Cleruchies and regular colonies.
3. Relate briefly the history of the First Period of the Peloponnesian War (B.C. 431–421). "It was a war of principles and races." Show the truth of this remark.

10 marks.

## LATIN.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours and a half allowed.

Translate into English:—

1. Hæc cum animadvertisset, convocato consilio, omniumque ordinum ad id consilium adhibitis centurionibus, vehementer eos increpavit: primum quod aut quam in partem aut quo consilio ducerentur, sibi quaerendum aut cogitandum putarent. Arriovistum, se consule, cupidissime populi Romani amicitiam appetisset: cur hunc tam temere quisquam ab officio discessurum indicaret? Sibi quidem persuaderi, cognitæ suis postulatis atque æquitate conditionum perspecta,

M

Appendix L.  
Examination  
Questions.

eum neque suam neque populi Romani gratiam repediaturum. Quod si furore atque amentia impulsus bellum intulisset, quid tandem vereretur? aut cur de sua virtute aut de ipsius diligentia desperaret? Factum eius hostis periculum patrum nostrorum memoria, cum Clusis et Tontoniis a Cajo Mario pulsis non minores laudem exercent, quam ipse imperator, meritis videbatur; factum etiam utper in Italia servili tumultu, quos tamen aliquid usus ac disciplina, quam a nobis acceperant, sublevarent. Ex quo iudicari posset, quantum haberet in se boni constantia, propterea quod, quos aliquandiu inermes sine cura tenuissent, hos postea armatos ac victores superasset.—*Cæsar*, l. 40.

10 marks.

Translate into English:—

2. Iam ambo consules et quicquid Romanarum virum erat Hannibali oppositum aut illis copiis defendi posse Romanum imperium aut spem nullam aliam esse satis declarabat. Tamen consul alter, equestri proelio uno et vulnere suo minutus, trahi rem volebat: recentis animi alter, coque ferocior, nullam dilationem patiebatur. Quod inter Trebiam Padumque agri est Galli tunc incolabant; in decorem praepotentium populorum certamine per ambiguum favorem haud dubie gratiam victoris spectantes. Id Romani, ne quid modo moverent, aequo satis, Poenus periniquo animo ferebat, ab Gallis accitum se venisse ad liberandos eos, dicitans. Ob eam iram, simul ut praeda militem aleret, duo millia pedum et mille equites, Numidas plerosque, mixtos quosdam et Gallos, populari omnem deinops agrum usque ad Padis ripas iussit. Egentes ope Galli, cum ad id dubios servassent animos, conati ab auctoribus iniurias ad vindictas futuros declinant: legatisque ad consulem missis, auxilium Romanorum terrae ob simiam calorum fidem in Romanos laborumque orant.—

Lavr., XXI., 52.

10 marks.

Translate into English:—

3. At domus interior gentis miseroque tumultu  
Miscetur; penitusque cavas plangoribus aedes  
Femineis ululant; ferit aurum sidera clamor.  
Tum pavidae totae matres ingentibus urant,  
Amplexaeque tenent postes, atque oscula figunt.  
Instat vi patris Pyrrhus; nec claustra neque ipsi  
Custodes sufferre valent. Labat arido cerebro  
Iaeva, et emeti procumbunt cardine postes.  
Fit via vi: rumpunt adites, primosque trucidant  
Imitasti Danai, et luto loca milite complent.  
Non sin, aggeribus ruptis quam spumans aenis  
Exit oppositasque evieit gurgite moles,  
Fertur in urva furens esuale, campoque per nubes  
Cum stabulis armenta trahit. Vidi ipse furentem  
Caedo Neoptolemam, gurgineque in limine Atridas;  
Vidi Hecubam, centumque naves, Priamumque per aras  
Sanguine foedantem, quos ipse sacrorum, ignos.  
Quinquaginta illi thalami, spes tanta nepotum,  
Barbarico postes auro spoliisque superbi,  
Procebaere. Tacent Danai, qua deficit ignis.—

10 marks.

VIRGIL—*Aeneid* II., 486–505.

Translate into Latin:—

4. As the Romans were advancing, an awful spectacle met their view and excited in every breast feelings of horror. They saw the ground white with bones, in some places thinly scattered, in others lying in heaps, as the unfortunate soldiers of Varus happened to fall in flight, or in a body resisted to the last. Fragments of javelins and the limbs of horses lay scattered about the fields; human skulls were seen upon the trunks of trees; in the adjacent woods stood the blood-stained altars on which the tribunes and principal centurions had been offered up in sacrifice.

10 marks.

5. Give a brief account of the Licinian Rogations.

10 marks.

6. Narrate the principal events of the Second Samnite War.

5 marks.



## 7. Give the meanings of the terms:—

Dies Alliensis  
Ver Sacrum  
Ager Publicus  
Justitium Indicere  
Novus Homo

5 marks.

## Express in Latin:—

8. (a.) He died on the twelfth of August.  
(b.) He hired a house for six thousand sesterces.  
(c.) Caius was the first person who did this.  
(d.) From the foundation of Rome.  
(e.) I am not so simple as to believe this.

5 marks.

9. Give a list of the interrogative particles and give examples of their use.

5 marks.

10. Mention all the adjectives you know which govern a genitive case, those which govern a dative, and those which are sometimes followed by a genitive and sometimes by a dative.

5 marks.

## MALE TEACHERS.

## FRENCH.—50 Marks.

Male Teachers.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. Give the plural form of the nouns: *voix, lieu, travail, détail, ail, tout*; and the feminine form of the adjectives: *filial, mal, neuf, public, franc, dissous, frais*.

5 marks.

2. Classify and give the English equivalents for the following pronouns: *ceux, leur, soi, on, sa, toi, vos, leurs, celui-ci, ceux-là, dont*.

5 marks.

3. (a.) Write out the persons of the present subjunctive of *avoir*, and of the perfect subjunctive of *être*.

(b.) Apply the rules for use of *avoir* and *être* in compound tenses to the following: *J'ai marché. Je me suis prouvé. La fièvre a cessé hier. Il est descendu depuis une heure. Il a plu. Il lui est arrivé un malheur.*

10 marks.

4. Give the present and past participles of: *nourrir, mourir, craindre, mettre, vivre*, and show how the rules for the employment of participles are exemplified in the following sentences, &c., viz.:—*Les tribus errantes du désert. Les tribus errant dans le désert. Les huîtres ouvertes sont moins dangereuses. La vertu obscure est souvent méprisée. Leurs fils sont devenus grands. Mes aïeux ont parlé. La lettre que vous avez écrite. J'ai reçu votre lettre.*

10 marks.

## Translate:—

5. Après avoir travaillé tout la journée à régler les affaires et à rendre une exacte justice, il se délassait le soir à écouter des hommes savans, ou à converser avec les plus honnêtes gens, qu'il savait bien choisir pour les admettre dans sa familiarité.

5 marks.

6. On ne pouvait lui reprocher en toute sa vie que d'avoir triomphé avec trop de faste des rois, qu'il avait vaincus, et de s'être confié à un de ses sujets que le vous dépeindrait tout à l'heure.

Il me dit ces paroles, quoique je ne pusse les entendre: O mon fils! que les dieux me préservent de te revoir jamais; que plutôt le ciseau de la Parque tranche le fil de tes jours lorsqu'il est à peine formé, de même que la moissonneur tranche de sa faux une tendre fleur qui commence à éclore; que mes ennemis te puissent écraser aux yeux de ta mère et aux miens, si tu dois un jour te rompre et abandonner la vertu!

10 marks.

7. S'ils périrent dans un naufrage, on dédommage leurs familles: On renvoie chez eux ceux qui ont servi un certain temps. Ainsi on en a autant qu'on en veut: le père est ravi d'élever son fils dans un si bon métier et dès sa plus tendre jeunesse il se hâte de lui enseigner à manier la rame, à tendre les cordages, et à mépriser les tempêtes.—FENELON—Télémaque.

5 marks.

## 8.

Cet enfant aimable  
Est des rois de Juda l'héritier véritable,  
Dernier né des enfans du triste Ochozias,  
Nourri, vous le savez, sous le nom de Joad.

M 2

## Appendix E.

Examination  
Questions.Male  
Teachers.

De cette fleur si tendre et si tôt moissonnée,  
Tout Juda, comme vous, plaignant la destinée,  
Avec ses frères morts le crut enveloppé.  
Du perfide couteau comme eux il fut frappé :  
Mais Dieu du coup mortel sut détourner l'effrante  
Conserva dans son cœur la chaleur presque éteinte,  
Permit que, des bourreaux trouvant l'œil vigilant,  
Josabeth dans son sein l'emportât tout saignant,  
Et n'ayant de son vol que moi seul pour complice,  
Dans le temple cachât l'enfant et la nourrice.

RACINE.—*Athalie*, Act IV., Scene III.

10 marks.

Translate into French :—

9. Charles the Second, King of England, died on the sixth of February, sixteen hundred and eighty-five. France is bounded on the south by the Mediterranean. He has fine houses. The more useful an action is the more it is laudable. Am I asleep? He has spoken to us of it. I have referred him to it. Don't send any there. Are those pens yours? What pleases me is his modesty. I used to go every day to school. I have flattered myself. A misfortune has occurred to them. I fear that he will not arrive in time. I dread that your money may be lost.

10 marks.

10. I infinitely prefer both to the one and to the other a prince who regards humanity as the first of virtues, who does not prepare for war but from necessity, who loves peace because he loves men, who encourages all the arts, and who wishes to be, in one word, a wise man on the throne; this, sir, is my hero.

5 marks.

Female  
Teachers.

## FEMALE TEACHERS.

## FRENCH.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

1. When is the partitive article used? Decline *amitié* (*f.*) with the partitive article. Give the degrees of comparison for the adjectives :—*cher*, *bon*, *mauvais*, *petit*, and of the adverbs *bien*, *mal*, *peu*. Decline the pronoun *il* in singular and plural.

5 marks.

2. Give the meaning and the feminine form (if any) of the following *adjectifs* adjectives and pronouns, viz.:—*ancien*, *chaque*, *un*, *même*, *quel*, *tel*, *autre*, *chaque*, *ou*, *personne*, *quelqu'un*, *rien*.

5 marks.

3. In what two cases is the verb *Ave* necessarily used as an auxiliary? In what further case is it generally and properly so employed. Give one example of each use.

5 marks.

4. How is a sentence made negative in French? Give an example. State some instances (with examples) in which one particle only is used to express negation.

In what case only is the form of the present participle variable? In what cases does the participle past agree (1) with its subject, (2) with its direct object? Give examples.

10 marks.

Translate:—

5. Tout l'agite, l'inquiète, le reuge; il a peur de son ombre; il ne dort ni nuit ni jour: les deux pour le confondre, l'accablent de trésors dont il n'ose jouir. Ce qu'il cherche pour être heureux est précisément ce qui l'empêche de l'être. Il regrette tout ce qu'il donne; il craint toujours de perdre, il se tourmente pour gagner. On ne le voit presque jamais; il est seul, triste, abattu, au fond de son palais: ses amis même n'osent l'aborder, de peur de lui devenir suspects. Une garde terrible tient toujours des épées nues et des piques levées autour de sa maison. Trente chambres qui communiquent les unes aux autres, et dont chacune a une porte de fer avec six gros verrous, sont le lieu où il se renferme: on ne voit jamais dans laquelle de ces chambres il couche; et on assure qu'il ne couche jamais deux nuits de suite dans la même, de peur d'y être égaré.—*TÉLÉMAQUE*.—*Liv.* III.

10 marks.

Translate:—

Appendix L.

Examination  
Questions.

Female  
Teachers.

6. *Abner.* Hélas ! Dieu voit mon cœur. L'État et ce Dieu puissant  
Qu'Atthalie oubliât un enfant innocent,  
Et que du sang d'Abner sa cruauté contente  
Crût saluer par ma mort le ciel qui la tourmente !  
Mais que peuvent pour lui vos inutiles soins ?  
Quand vous périrez tous, en périra-t-il moins ?  
Dieu vous ordonne-t-il de tenter l'impossible ?  
Pour obéir aux lois d'un tyran inflexible,  
Moïse, par sa mère au Nil abandonné  
Se vit presque en naissant, à périr condamné :  
Mais Dieu le conservant contre toute espérance  
Fût par le tyran même élever son enfance. 10 marks.
7. Qui sait ce qu'il réserve à votre Eliezin ;  
Et si, lui préparant un semblable destin,  
Il n'a point de pitié déjà rendu capable  
De nos malheureux rois l'homicide implacable ?  
Du moins, et Josabeth comme moi l'a pu voir,  
Tantôt à son aspect je l'ai vu s'émouvoir  
J'ai vu de son courroux tomber la violence.  
Princesse, en ce péril vous gardez le silence ? 5 marks.

RACINE—*Atthalie*, Acte V., Sc. II.

Translate:—

8. Have you some bread ? This is the fifth of March. It is five minutes to twelve o'clock. Is the doctor at home ? The drawing master comes to us on Fridays. She is learning German. Your uncle speaks Spanish. I have just returned from Holland. Each age has its pleasures. I said it many a time. Remark the defects of others, but do not speak of them. We overcome vice only by flying from it. There are cherries on your trees. I have not seen any. He has heard nothing. My aunt arrived this morning. My cousin left yesterday evening for Paris. 10 marks.

9. Greatness is like certain glasses which enlarge every object. All defects appear to be magnified in those high places where the least things have great consequences, and where the slightest faults have serious results. 5 marks.

10. The whole world is engaged in observing one man at every hour, and in judging him with the utmost rigour. Those who judge him have no experience of the condition in which he is. They do not feel his difficulties, and they are unwilling to regard him any longer as a man, so much perfection do they expect from him. 10 marks.

## IRISH.—50 Marks.

### MALE TEACHERS.

Two hours allowed.

Male  
Teachers.

N.B.—You are to attempt only FIVE questions, viz. :—Not more than one in A, not more than two in B, and not more than two in C.

33 In case of grossly bad Gaelic Spelling, the whole exercise will be cancelled.

### A.—TRANSLATION FROM ENGLISH TO IRISH.

1. Translate the following passage, as literally as you can, into Irish:—

"Without hesitating," says Mr. Park, "I turned round and followed them, and we travelled together near a quarter of a mile without exchanging a word ; when, coming to a dark place in the wood, one of them said, in the Mandingoe language, ' This place will do,' and immediately snatched the hat from my head. Though I was by no means free from apprehensions, yet I was resolved to show as few signs of fear as possible ; and therefore told them, that unless my hat was returned to me, I would proceed no farther." 10 marks.





## Appendix L.

Exami-  
nation  
Questions.Female  
Teachers.

(δ.) Νίσι ἐσαν πόσι μα θιάς γιν αν ταν γυαυλὰς αν τρεας ἐσ ορητά. Ρο λαδαιρ θηάννε αςυρ ιγ ε α ουθαιρ; "Ιγ ι γύσ ιγ πεαργαίς αο, αςυρ ιγ μόρι από α η-εαγλα ομντα, αςυρ βί αι το εόνθεο υπρη, α Όλιαρμυρο."

Τ. Όλιαρμυρο αςυρ θηάννε.

(ε.) Πρε ιν m-βρασαν, οςυρ ιω η-εβιου το Όεμμε υπορησ ιν βρασαν το ρυνη, οςυρ αβερυ αν ρελε ρυρ εεν ιν το'η βρασαν το τομαίτ. Όο βερυ ιν γίλλα το αν βρασαν ιαη να ρυνη.

10 marks.

4. Translate these three passages :—

(α.) Σεατ m-βλασάνα νέγ αη τά έσο ό τοατ το Νεινιρό α η-θρυνη, γο τογιοέτ Ρηεαρ m-δολγ ιννο, αιναι έαυβιυρ αν ρυνη γο :—

Σεατ m-βλασάνα νέγ ιγ τά έσο—

Ρε α-η έρυσι, ιι η-ιουερυβρέγ,

Ο τάηγ Νεινιρό ανοιρ,

Ταη μυρ γονα ριόρ-ηαασι,

Γο ο-εάγασορ ελαννα Σεαρη,

Όρ αν η-γρέγς ηατναιρ, αςγανβ.

ΚΡΑΤΙΝΟ.

(β.) Μορ β-ρμα ρο βά αν έσ τά ροέσαν, αςυρ ιγ ι έσ α ρυγ ορητά, ας λαε Όυδάν αη θηλαδ λαέρυ. Ρο έρυσ το λαοτέλόνι ευερυνι όρ εινον Όλιαρμυρο, αςυρ το β'έλ έν ηρενι αη θηάννε.

Τ. Όλιαρμυρο αςυρ θηάννε.

(γ.) Όένα ρεγα ταν ολ ιν γίλλα ρυρ ιν η-γυβανι. Όο γνι ταν λοέαν τι ρεγς το. Κολεαβιαντ ταν το λοέαν οςυρ έαυ ρυνη.

10 marks.

5. Translate the following three passages :—

(α.) Όο ρανναό αν Μηρε τα έρ γο, λο η-έσθ Οηρονιόε, ρί θρυνη, εταρ τά θιαε Όοννέαρ θιαε Όονιμαίλ (βα ρί θρυνη ρανθ έσθ Οηρονιόε) Κοτέυσορ αςυρ Ουέλλ αν-αυμαννα. ΚΡΑΤΙΝΟ.

(β.) "Ηι η-ατέαρ έαίηρα τοδαρ αη βίτ αη αν η-εινη γο," ρο παρ ρονη. "Ηι ρορ γιν" αη Όιαρμυρο, "Οηρ ιν ρυλ αέτ ναυ γ-έμειαννα υατ αν τοδαρ ιγ ρέαρ ριόρ-υιγς αη βίτ."

Τ. Όιαρμυρο αςυρ θηάννε.

(γ.) Τεοατ ιν τά βαν-ρύντογς βα τρεγ εο τοέ Ραυλα ηιε Κοένα ρορ ιραη Όεμμε, οςυρ το βοραη τοιβ ε.

Μαε-θηνιόηαυετα Ρηην.

5 marks.

6. Translate the following three passages :—

(α.) Σέ έσο αςυρ τά ηίλε νέγ ρεργιοέ ρεαυανη από ραν Μιηαν τιαρ. Όά ριογρορ εοηινυγέο το βιόσ ας ριογαι αν έόγτορ ιν αλλό, μαρ από, Όαν γ-εάιρη αςυρ Όιν εόεαρ Μιηαγε.

ΚΡΑΤΙΝΟ.

(β.) Τάηγ αν τορρ ράν αν γιν α η-αγάρ να βαννε ανοιρ. Ρο γγασί Όιαρμυρο μαε αν έυίλ τά η-έίλ ινα εόννε, αςυρ ιν εαρηα γιν ταρβε το, έρ νίσι ραν ρί ρίγ αν τορρ, αςυρ ρο ιντέγ-ρυνιόηε.

Τ. Όιαρμυρο αςυρ θηάννε. Δ

(c.) *Laró rpa bósmall ocyr in lúat, ocyr in mac leo i foirtub* *Appendix L.*  
*Sléib; bíaroma. Ro h-áileo in mac aro pin i carro.* *Examination Questions.*

*Mac-Shmoihapta Phinn.*  
 5 marks. *Female Teachers.*

### C.—GRAMMAR.

7. In the passage above from Keating (question 3) tell the number and case of *Órpuonn*, of *Taoisroé* (both in second line), and of *Phéap-m-bolg*; and account for the elipsis of *c* in the phrase *ag a g-cóimbuair-épuob*: quote the syntactical rule applicable to each. 5 marks.

8. In the passage above from "*T. Óhiamara agur Shéanna*," there are four distinct words, from any one of which you might infer the gender of *cá*: point out these four words; tell the gender of *cá*; and give your reason in each of the four cases. 10 marks.

9. Conjugate analytically, in the three persons singular and three persons plural, the past tense of the irregular verb *ruim*, I reach. 5 marks.

10. Give the infinitives of the following verbs:—*ḡaḡ*, take; *ḡearr*, move; *ḡoḡ*, weep; *ḡa*, drink; *ḡom*, wound. 5 marks.

### MUSIC.—50 Marks.

#### MALES.

*Male Teachers*

*N.B.—Only five questions to be attempted.*

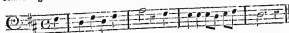
Two hours allowed.

1. Write out in the scale *Sí* flat any one of the following airs:—"The Meeting of the Waters," "Little Bird with Bosom red," "The Minstrel Boy," "Go where Glory waits Thee," "Erin the Tear and the Smile in thine Eye," "Come hither and let us behold." 10 marks.

2. Write out on the staff the signature of these scales:—*La* natural major; *Do* natural minor; *Sí* flat major; *Mi* natural minor. (Be very precise in placing the sharp or flat exactly on the line or space, as the case may be.) 10 marks.

3. Name any major scale in which a natural placed before the ordinary *La* of the scale will have the effect of raising it a semi-tone; and name another major scale in which the natural will have the effect of lowering the *La* a semi-tone. Prove your answer in each case. 10 marks.

4. Write the following passage on the treble staff, so as to have it two octaves higher:—



10 marks.

5. Transpose the following passage a minor third higher, putting in the proper signature:—



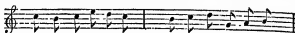
10 marks.

## Appendix L.

Examinations  
Questions.Male  
Teachers.

6. If the upper note of the following intervals be lowered a tone and a half, what do the several intervals become:—a major third; a plu-perfect fourth; a minor sixth; an octave? 5 marks.

7. Write the following passage, and connect the notes in such a way as to indicate that it is in  $\frac{3}{4}$  time; and write it also so as to indicate that it is in  $\frac{2}{4}$  time:—



8. Define the following terms:—Crescendo; compound time; relative minor; chord of a scale; a tritone. 5 marks.

9. Write on the staff one bar of  $\frac{3}{4}$  time, which will contain one dotted quaver and one dotted semi-quaver. 5 marks.

10. Give four of the Italian words used to express the *intensity* of particular musical passages. Give their meanings, and write down their abbreviations. 5 marks.

Female  
Teachers.

## FEMALES.—50 Marks.

N.B.—Only five questions to be attempted.

Two hours allowed.

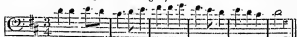
1. Write out in the scale of La natural, any one of the following airs:—The Meeting of the Waters; God Save the Queen; O, Come to the Hedgerows; From his Low and Grassy Bed; The Harp that once through Tara's Hall; Clad in Springtide beauty. 10 marks.

2. Transpose the following passage into the scale of Si flat, putting in the proper signature:—



3. Write down on the staff the signatures of those scales:—Re natural major; Re natural minor; La natural minor; and Mi natural major. (Be very precise in placing the sharp or flat exactly on the line or space as the case may be.) 10 marks.

4. Write the following passage on the treble staff, without changing the pitch (i.e. without making it lower or higher):—



5. Name any major scale in which a natural placed before the ordinary Sol of the scale will have the effect of lowering it a semitone; and name another major scale in which the natural will have the effect of raising the Sol a semitone. Prove your answer in each case. 10 marks.

6. To what extent—if any—is (a) the lower tetrachord; (b) the upper tetrachord, of a minor scale, liable to modification? 5 marks.

7. What do the following become on inversion:—a minor third; a perfect fourth; a minor seventh? 5 marks.

8. How many tones and semitones lie between the extreme notes of the following intervals:—minor third; plu-perfect fourth; minor sixth; major seventh? 5 marks.

9. Define the following terms:—Accidental; interval; chromatic scale; clef; dissimilar positions on the staff. 5 marks.

10. Write on the staff one bar of  $\frac{3}{4}$  time in which there will be one dotted crotchet and one dotted semi-quaver. 5 marks.



## DRAWING.

## MALES.

Appendix L.

Examination  
Questions.Male  
Teachers.

Three hours allowed for this Examination.

The examination consists of three parts:—

1. Freehand Drawing from the Flat.
2. Object Drawing.
3. Practical Geometry.

N.B.—The name of the teacher, of his school, and the date, are to be written on each paper used.

## I.—FREEHAND DRAWING.—50 Marks.

Time allowed, one hour.

A copy, of the same size as the example supplied, is to be made on the same paper.

## II.—OBJECT DRAWING.—50 Marks.

Time allowed, one hour.

The examiner will place an ordinary dinner-plate on, and near to one corner of, a small drawing-board (about 18 inches by 13 inches), and stand in the centre of the plate a common bowl or basin; he will then lay an open book (a Fifth or Sixth Class Reading Book), so that one end of it shall rest on the plate and the other end on the board towards its opposite corner; no side of the book to be parallel with a side of the board.

The group of objects should be placed about 2 feet 6 inches above the floor. All the objects are to be drawn, and the drawing should fairly fill the paper supplied.

## III.—PRACTICAL GEOMETRY.

N.B.—Only five questions to be attempted.

Time allowed, one hour.

## Section I. Maximum of marks, 50.

1. Draw a straight line  $4\frac{1}{2}$  inches long, this line is the diagonal of a rectangle, the shorter sides of which are each  $2\frac{1}{2}$  inches long: construct the rectangle, and in it inscribe an ellipse. 7 marks.
2. Construct an irregular polygon, its sides taken in the same direction being  $2\frac{1}{2}$ , 2,  $1\frac{1}{2}$ , 1, and  $\frac{1}{2}$  inches respectively, the angle formed by the longest and shortest sides being  $100^\circ$ , and that between the two longest sides  $65^\circ$ ; make a square equal to the polygon. 7 marks.
3. Draw any irregular seven-sided rectilinear figure and then make an exact copy of it. Method to be shown. 7 marks.
4. About a circle of  $\frac{1}{2}$ -inch radius, describe a triangle whose sides shall be in proportion as 3 : 4 : 5. 7 marks.
5. Draw two circles of 1-inch and  $\frac{1}{2}$ -inch radius respectively, their centres being 2 inches apart, then draw a straight line tangent to both circles. 7 marks.
6. Draw two straight lines to contain an angle of  $30^\circ$ , then describe a circle with  $\frac{1}{2}$ -inch radius to touch both lines. 5 marks.
7. On a line 2 inches long construct an isosceles triangle, having a vertical angle of  $50^\circ$ ; in it inscribe a circle. 5 marks.
8. Make an equilateral triangle having an altitude of  $2\frac{1}{2}$  inches; in it inscribe a square. 5 marks.
9. On a straight line  $2\frac{1}{2}$  inches long, construct a scale of chords, and by its use make an angle of  $35^\circ$ . 5 marks.
10. Draw a straight line 5 inches long, and let this line represent 5 feet; then divide and figure it so as to make a readable scale of feet and inches, and draw a straight line to represent 4 feet 5 inches by it. 5 marks.

*Appendix E.* Section 2. *Only one of these questions to be attempted. 15 marks allowed.*

Examination Questions. 1. Draw the plan and elevation of a cube of 2-inch edge, when one of its diagonals is vertical, and one diagonal of the base at right-angles to the vertical plane. 15 marks.

Male Teachers. 2. Draw the plan and elevation of a cylinder  $1\frac{1}{2}$  inches long and 2 inches in diameter, when the axis is inclined at  $40^\circ$  to the horizontal plane, and is parallel to the vertical plane. 15 marks.

In addition to an ordinary box of instruments, a flat rule, and set-square, may be used. All lines of construction to be shown.

Female Teachers

## FEMALES.

Three hours allowed for this Examination.

The Examination consists of three parts:—

1. Freehand Drawing from the Plat.
2. Object Drawing.
3. Practical Geometry.

N.B.—The name of the teacher, of her school, and the date are to be written on each paper used.

### I.—FREEHAND DRAWING.—50 Marks.

Time allowed, 1 hour.

A copy, of the same size as the example supplied, is to be made on the same paper.

### II.—OBJECT DRAWING.—50 Marks.

Time allowed, 1 hour.

The examiner will place an ordinary dinner plate on, and near to one corner of, a small drawing-board (about 18 inches by 18 inches), and stand in the centre of the plate a common bowl or basin; he will then lay an open book a Fifth or Sixth Class Reading Book so that one end of it shall rest on the plate and the other end on the board, towards its opposite corner; no side of the book to be parallel with a side of the board.

The group of objects should be placed about 2 feet 6 inches above the floor. All the objects are to be drawn, and the drawing should fairly fill the paper supplied.

### III.—PRACTICAL GEOMETRY.

N.B.—*Only five questions to be attempted.*

Time allowed, 1 hour.

#### Section I.—Maximum of marks allowed, 50.

1. Draw a straight line  $3\frac{1}{2}$  inches long; let this line be the longer axis of an ellipse, the foci are  $2\frac{1}{2}$  inches apart, complete the ellipse. 7 marks.
2. Draw any irregular seven-sided rectilinear figure, and then make an exact copy of it; the method to be shown. 7 marks.
3. About a circle of 1 inch radius, describe a triangle the angles of which shall be as 2:3:4. 7 marks.
4. Draw a square of  $\frac{1}{2}$ -inch side, about it describe four equal circles, so that each circle shall touch one side of the square and two of the other circles. 7 marks.
5. In a circle of  $1\frac{1}{2}$ -inch radius describe five equal circles, each of the inscribed circles to touch the given circle, and also two of the inscribed circles. 7 marks.
6. Draw an isosceles triangle, altitude 2 inches, and the angles at the base each  $55^\circ$ ; in it inscribe a square. 5 marks.
7. Draw a curve of contrary flexure, one part with a radius of  $1\frac{1}{2}$  inches, containing  $65^\circ$ , the other part with a radius of 2 inches, containing  $110^\circ$ . 5 marks.
8. Make a right-angled triangle, the hypotenuse  $2\frac{1}{2}$  inches long, and one side  $1\frac{1}{2}$  inches long; about this triangle describe a circle. 5 marks.

9. Draw a quadrant of a circle with a radius of 2 inches, draw the chord of the quadrant, and on it make a scale of chords, properly figured to  $5^\circ$ ; by the use of this scale make an angle to contain  $55^\circ$ . 5 marks. Appendix L.  
Examination Questions.  
Reserve Teachers.
10. Draw a straight line  $4\frac{1}{2}$  inches long; let this line represent 7 feet; divide and figure it, so as to make a readable scale of feet and inches, then draw a straight line to represent 4 feet 7 inches by the scale. 5 marks.

## Section II.—15 Marks allowed.

Only one of these questions to be attempted.

1. Place a point half an inch above the horizontal plane, and from it draw two straight lines, one upwards towards the right, inclining  $50^\circ$  to the horizontal plane, and 2 inches long, the other upwards towards the left, inclining  $40^\circ$  to the horizontal plane, and  $1\frac{1}{2}$  inches long; these two lines are the elevations of two circles, draw their plans. 15 marks.
2. Draw the plan and elevation of a hexagonal pyramid, the side of the base being 1 inch, and the height of the pyramid 2 inches, when the plane of the base inclines  $45^\circ$ , and one diagonal of the base is at right angles to the vertical plane. 15 marks.

(In addition to an ordinary box of instruments, a flat rule and set-square may be used. All lines of construction to be shown.)

## GEOLOGY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Give a general geological description of the county in which your school is situated. 10 marks.
2. Make a table of Mesozoic formations, in chronological order; and give one characteristic fossil belonging to each. 10 marks.
3. Name the three divisions of the Cainozoic rocks, and give one formation as an example of each group. 10 marks.
4. Describe three of the most important igneous rocks, as to position and chemical composition. 10 marks.
5. In what British formations do the following fossils chiefly occur:—*Trilobite*, *Gryphonella*, *Avicula*, *Platystrophia*? 10 marks.
6. Describe the ways in which water, in its different forms, acts as a denigrating agent. 5 marks.
7. Describe the Boulder Clay, and state where it occurs, of what great geological process it gives evidence, and the nature of that evidence. 5 marks.
8. Define the following geological terms:—*Dyke*, *trap*, *fault*, *strike*, *anticlinal*, *cleavage*, *typha*, *marl*, *porphyry*, *oolite*. 5 marks.
9. What is the marked distinction between the Devonian rocks and the Old Red Sandstone, as regards their fossils? 5 marks.
10. Distinguish between rock and mineral, gneiss and granite, breccia and conglomerate. 5 marks.

## BOTANY.—50 Marks.

## MALES.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Give the composition of the following bodies, and state the parts of plants in which they are found:—Grape sugar, cellulose, starch, silica. 10 marks.
2. Give a careful account of the upper and under surfaces of a rose leaf as they appear (1.) to the naked eye; (2.) under a magnifying lens. 10 marks.
3. What are the distinguishing characters of the order *Liliaceae*? Give examples of the *Liliaceae* and mention some economic products derived from plants of that order. 10 marks.
4. Give an account of the structure, classification, and reproduction of Fungi and Lichens. 10 marks.

Male Teachers.

## Appendix L.

Exami-  
nation  
Questions.  
Male  
Teachers.

5. Compare the Linnæan system of classification of plants with the Natural system. 10 marks.
6. What are *medullary rays*? State their structure and use. 5 marks.
7. What are gamopetalous corollas? Give examples of regular forms of these, and mention the plants in which they are found. 5 marks.
8. What species of the order *Ranunculaceæ* are poisonous? Describe the calyx and corolla in the *Ranunculus*. 5 marks.
9. Classify the following plants, and give your reasons in each case for the classification:—Dandelion, celery, potato, mangel-wurzel. 5 marks.
10. Give a botanical description of the common hemlock. 5 marks.

## BOTANY.—50 Marks.

## FEMALE.

Female  
Teachers.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Give an account of the structure and growth of a *vegetable cell* and of the *cellular tissue* of plants. 10 marks.
2. Give a full account of the structure of the *cortex* of an exogen. Mention some economic products of the cortex, and state the part from which they are obtained. 10 marks.
3. State the distinguishing characters of the order *Urticæ*, and mention some British plants which belong to it. What economic products are obtained from any species belonging to the order? 10 marks.
4. Give an account of the Natural system of the classification of plants. 10 marks.
5. Give an account of the structure, classification, and reproduction of the *Alga*. 10 marks.
6. What are *scleroticous roots*? Give examples of plants in which they are found. 5 marks.
7. What are *parasitical plants*? Give examples. 5 marks.
8. Describe the flowers of *Cypripedium*, and mention some examples of plants of that family. 5 marks.
9. Classify the following plants, and give your reasons in each case for the classification:—Dead-nettle, arbutus, carnation, wall-flower. 5 marks.
10. Give a botanical description of the *Iris* or *Yellow Flag*. 5 marks.

## ANIMAL PHYSIOLOGY AND ZOOLOGY.—50 Marks.

N.B.—Only five questions to be attempted.

One hour and a half allowed.

1. Give a brief description of the bony skeleton or of the arterial system in man. 10 marks.
2. Describe the minute structure, and the mode of action of ordinary muscle. Where does the non-striated variety of muscular fibre occur? 10 marks.
3. Trace the changes which food undergoes in the process of digestion. 10 marks.
4. Describe the structure of the organ of hearing, indicating the functions of its different parts. 5 marks.
5. Explain the phenomena of erect vision, and of single vision with two eyes. 5 marks.
6. Enumerate the sub-kingdoms into which animals are grouped, and state briefly the distinguishing characters of each. 10 marks.
7. Name and characterise briefly the orders of *Mammalia*, with examples. 10 marks.
8. To what class does each of the following animals belong:—*sea-jelly*, *oyster*, *snail*, *starfish*? 5 marks.
9. In what important respects do *Amphibia* and *Pisces* resemble each other, and differ from *Aves* and *Reptilia*? 5 marks.
10. Describe and classify a sponge. 5 marks.

## APPENDIX M.

SPECIAL TABULATION of RESULTS EXAMINATIONS of PUPILS of  
(1.) MODEL SCHOOLS.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1882, was 87.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 6,546 ; Females, 4,806 ; Total, 11,402.

Number who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees :—

Males, 4,450 ; Females, 3,557 ; Total, 8,007.

Per-centage to number on Rolls, 70·2.

The average daily attendance for twelve months ending last day of month immediately preceding the results examination in the respective schools was :—

Males, 5,072 ; Females, 3,809 ; Total, 8,881.

Centesimal proportion of number examined to the average daily attendance was 90·2.

The following figures show the number of pupils examined, and the number who passed at the results examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants, . . .	821	793*	96·6
First Class, . .	704	636	90·3
Second Class, . .	910	811	89·1
Third Class, . .	1,118	948	84·8
Fourth Class, . .	1,205	987	81·9
Fifth Class, . .	1,965	1,509	76·8
Sixth Class, . .	1,284	1,001	78·
Total, . . .	8,007	6,685	83·5

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade, . . . . .	10·3
Class I., . . . . .	8·8
Class II., . . . . .	11·4
Class III., . . . . .	14·
Class IV., . . . . .	18·
Class V., . . . . .	24·5
Class VI., . . . . .	16·
Total, . . . . .	100·

\* Infants are not necessarily promoted, after satisfactory answering, until they reach seven years of age ; the number of infants actually removed to a higher class in 1882 in Model Schools was 277.

## GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Passes assigned in subject.	Percentage of Passes to No. of Pupils examined in Class.	Percentage of Passes to total No. of Pupils in all Classes.
READING.					GRAMMAR.				
Class I.,	704	637	90·	9·9	Class III.,	1,118	302	27·0	21·4
" II.,	910	808	88·7	12·7	" IV.,	1,205	323	26·8	19·9
" III.,	1,118	1,072	95·9	15·3	" V.,	1,065	1,302	122·8	33·6
" IV.,	1,205	1,173	97·3	16·8	" VI.,	1,204	1,026	85·2	24·0
" V.,	1,065	1,022	95·8	27·5	Total,	5,572	4,123	74·	100·
" VI.,	1,204	1,245	103·4	17·8	GEOGRAPHY.				
Total,	7,186	6,998	97·4	100·	Class III.,	1,118	914	81·8	22·7
WRITING.					" IV.,	1,205	780	64·7	19·4
Class I.,	704	603	85·6	9·9	" V.,	1,065	1,374	128·9	34·2
" II.,	910	802	88·1	12·9	" VI.,	1,204	951	79·0	23·7
" III.,	1,118	1,000	89·4	14·4	Total,	5,572	4,022	72·2	100·
" IV.,	1,205	1,156	95·9	17·1	AGRICULTURE.				
" V.,	1,065	1,036	97·3	27·6	Class IV.,	225	107	47·6	19·6
" VI.,	1,204	1,271	105·5	18·1	" V.,	451	202	44·8	11·5
Total,	7,186	7,005	97·5	100·	" VI.,	231	150	64·9	20·0
ARITHMETIC.					Total,	907	547	60·3	100·
Class I.,	704	666	94·6	10·8	BOOK-KEEPING.				
" II.,	910	832	91·4	13·6	Class V.,	1,237	836	67·7	66·9
" III.,	1,118	971	86·9	15·9	" VI.,	656	433	66·0	34·1
" IV.,	1,205	1,017	84·4	16·7	Total,	1,893	1,269	67·	100·
" V.,	1,065	1,556	146·2	23·5	NEEDLEWORK.				
" VI.,	1,204	1,065	88·5	17·5	Class II.,	404	376	93·1	14·3
Total,	7,186	6,087	84·8	100·	" III.,	465	428	92·	16·3
SPELLING.					" IV.,	474	428	90·2	16·7
Class I.,	704	654	92·9	10·2	" V.,	709	752	106·1	26·7
" II.,	910	800	87·9	12·3	" VI.,	674	631	93·6	24·
" III.,	1,118	990	88·6	15·5	Total,	2,816	2,626	93·3	100·
" IV.,	1,205	950	78·8	14·9					
" V.,	1,065	1,776	166·8	27·8					
" VI.,	1,204	1,217	101·1	19·1					
Total,	7,186	6,887	95·9	100·					

## (2.) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1882, was 158.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 5,176; Females, 4,518; Total, 9,694.

Number who had made 100 attendances, or over, within the results year, and were present and examined on day of inspection :—

Males, 3,424; Females, 2,755; Total, 6,179.

Per-centage to number on Rolls, 63·7.

The average daily attendance for 12 months ending last day of month immediately preceding the results examinations in the respective schools was :—

Males, 4,365; Females, 3,682; Total, 8,037.

Centesimal proportion of number examined to the average daily attendance was 76·9.

The following figures show the number of pupils examined, and the number who passed at the results examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants, . . . . .	1,724	1,530*	88·7
First Class, . . . . .	1,342	1,052	78·4
Second Class, . . . . .	1,082	886	81·9
Third Class, . . . . .	922	731	79·3
Fourth Class, . . . . .	611	470	76·9
Fifth Class, . . . . .	458	244	53·3
Sixth Class, . . . . .	40	34	85·
Total, . . . . .	6,179	4,947	80·1

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	27·9
Class I.,	21·7
Class II.,	17·5
Class III.,	14·9
Class IV.,	9·9
Class V.,	7·4
Class VI.,	7

100·

\* Infants are not necessarily promoted after satisfactory answering until they reach seven years of age; the number of infants actually promoted to a higher class in 1882, in Workhouse Schools, was 670.

## GENERAL ABSTRACT of ANSWERING.

SUBJECT.	No. of Papers received in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Papers examined in Class.	Percentage of Papers to total No. of Papers in all Classes.	SUBJECT.	No. of Papers examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Papers examined in Class.	Percentage of Papers to total No. of Papers in all Classes.
READING.					GRAMMAR.				
Class I.,	1,342	1,226	91.4	29.4	Class III.,	922	692	75.0	47.0
" II.,	1,082	1,000	92.2	24.2	" IV.,	611	392	63.5	27.1
" III.,	922	922	91.3	20.6	" V.,	458	328	71.6	23.3
" IV.,	611	595	97.4	14.3	" VI.,	40	37	92.5	2.6
" V.,	458	437	95.4	10.5	Total,	2,031	1,695	83.4	100.0
" VI.,	40	35	87.5	0					
Total,	4,455	4,170	92.6	100.0	GEOGRAPHY.				
WRITING.					Class III.,	922	694	75.0	45.4
Class I.,	1,342	1,250	93.1	29.0	" IV.,	611	449	73.5	30.7
" II.,	1,082	1,071	99.0	24.8	" V.,	458	316	69.0	21.6
" III.,	922	918	99.6	21.2	" VI.,	40	33	82.5	2.3
" IV.,	611	609	99.5	14.4	Total,	2,031	1,492	73.0	100.0
" V.,	458	439	95.9	10.2					
" VI.,	40	35	87.5	0	AGRICULTURE.				
Total,	4,455	4,321	97.0	100.0	Class IV.,	130	64	49.4	20.3
ARITHMETIC.					" V.,	170	97	56.5	50.1
Class I.,	1,342	1,070	80.2	30.4	" VI.,	10	6	60.0	3.6
" II.,	1,082	930	85.9	26.0	Total,	220	167	75.2	100.0
" III.,	922	774	83.9	21.9					
" IV.,	611	489	80.0	13.9	BOOK-KEEPING.				
" V.,	458	254	55.5	7.2	Class V.,	66	47	71.2	87.9
" VI.,	40	20	50.0	0	" VI.,	12	7	58.3	13.0
Total,	4,455	3,542	79.5	100.0	Total,	78	54	69.2	100.0
SPELLING.									
Class I.,	1,342	1,157	85.2	31.0	NEEDLEWORK.				
" II.,	1,082	884	81.7	28.7	Class II.,	451	400	88.7	35.6
" III.,	922	751	81.5	20.1	" III.,	372	306	82.4	82.6
" IV.,	611	498	81.5	13.3	" IV.,	228	197	87.2	17.5
" V.,	458	411	89.7	11.6	" V.,	149	141	94.6	12.3
" VI.,	40	35	87.5	0	" VI.,	20	20	100.0	1.6
Total,	4,455	3,736	83.9	100.0	Total,	1,218	1,124	92.3	100.0



## (3.) EVENING SCHOOLS.

The total number of evening schools examined for results within the twelve months ended 31st December, 1882, was 64.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 2,524 ; Females, 1,426 ; Total, 3,950.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results :—

Males, 923 ; Females, 617 ; Total, 1,540.

Per-centage to number on Rolls, 39.0.

The average daily attendance for twelve months ending last day of month immediately preceding the results examinations in the respective schools was :—

Males, 1,300 ; Females, 855 ; Total, 2,155.

Centesimal proportion of number examined to the average daily attendance was 71.5.

The following figures show the number of pupils examined, and the number who passed at the results examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants, . . . . .	58	55	94.8
First Class, . . . . .	127	74	58.3
Second Class, . . . . .	231	146	63.2
Third Class, . . . . .	370	194	52.4
Fourth Class, . . . . .	309	139	45.0
Fifth Class, . . . . .	311	108	31.7
Sixth Class, . . . . .	104	26	25.0
Total, . . . . .	1,540	742	48.2

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	3.6
" Class I.,	8.3
" Class II.,	15.0
" Class III.,	24.0
" Class IV.,	20.1
" Class V.,	22.0
" Class VI.,	6.8
	100.0

## GENERAL ABSTRACT OF ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.	SUBJECT.	No. of Pupils examined in subject.	No. of Pupils assigned in subject.	Percentage of Pupils to No. of Pupils examined in Class.	Percentage of Pupils to total No. of Pupils in all Classes.
READING.					ARITHMETIC.				
Class I.,	127	161	81.9	8.0	Class I.,	127	99	76.4	12.2
" II.,	231	196	84.8	15.0	" II.,	231	183	79.2	22.6
" III.,	370	322	87.0	24.6	" III.,	370	216	58.4	36.6
" IV.,	369	281	76.2	21.7	" IV.,	369	161	43.6	19.6
" V.,	341	310	90.9	23.7	" V.,	341	127	37.2	15.7
" VI.,	161	91	56.5	7.0	" VI.,	161	23	14.3	3.1
Total,	1,482	1,307	88.2	100.0	Total,	1,302	611	46.9	100.0
					SPELLING.				
					Class I.,	127	76	59.8	8.4
					" II.,	231	119	51.5	13.2
					" III.,	370	263	71.1	22.5
					" IV.,	369	190	51.5	21.0
					" V.,	341	257	75.4	26.3
					" VI.,	161	70	43.5	8.4
					Total,	1,302	963	73.9	100.0
WRITING.									
Class I.,	127	116	91.3	8.0					
" II.,	231	222	96.1	16.1					
" III.,	370	355	96.0	25.6					
" IV.,	369	290	78.6	21.3					
" V.,	341	301	88.3	21.9					
" VI.,	161	81	50.3	6.1					
Total,	1,482	1,375	92.8	100.0					
					BOOK-KEEPING.				
					Class V.,	1	1	100.0	53.3
					" VI.,	1	2	50.0	66.7
					Total,	2	3	60.0	100.0

## (4.) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1882, was 208.

Number of Pupils on School rolls on last day of month preceding inspection:—

Males, 15,001; Females, 65,216; Total, 80,217.

Number who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees:—

Males, 7,950; Females, 38,396; Total, 46,346.

Per-centage to number on rolls, 57.8.

The average daily attendance for twelve months ending last day of month immediately preceding the results examinations in the respective schools was :—

Males, 8,948; Females, 41,590; Total, 50,538.

Centesimal proportion of number examined to the average daily attendance was 91·7.

The following figures show the number of pupils examined, and the number who passed at the results examinations :—

GRADES.	Number examined.	Number passed.	Per-centage passed.
Infants, . .	14,819	14,160*	95·6
First Class, .	7,668	6,149	80·2
Second Class, .	6,827	5,482	80·3
Third Class, .	3,629	4,087	72·6
Fourth Class, .	4,113	3,653	74·2
Fifth Class, .	4,816	3,091	64·2
Sixth Class, .	2,464	1,907	77·4
Total, . .	46,336	37,029	81·9

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade, . . . . .	32·
"    Class I., . . . . .	16·6
"    "    Class II., . . . . .	14·7
"    "    Class III., . . . . .	12·1
"    "    Class IV., . . . . .	8·9
"    "    Class V., . . . . .	10·4
"    "    Class VI., . . . . .	5·3
Total, . . . . .	100·

\* Infants are not necessarily promoted after satisfactory answering until they reach seven years of age; the number of infants actually removed to a higher class in 1882 in Convent and Monastery schools was 6,072.

## GENERAL ABSTRACT of ANSWERING.

SUBJECT.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils examined in Class.	Percentage of Papers to total No. of Papers in all Classes.	REMARKS.	No. of Pupils examined in subject.	No. of Papers assigned in subject.	Percentage of Papers to No. of Pupils examined in Class.	Percentage of Papers to total No. of Papers in all Classes.
READING.					GRAMMAR.				
Class I.,	7,608	7,908	91.4	23.6	Class III.,	3,620	3,625	64.4	31.4
" II.,	6,327	6,322	91.1	21.1	" IV.,	4,113	2,610	63.5	23.4
" III.,	5,629	5,248	93.2	17.0	" V.,	4,816	5,316	60.9	20.4
" IV.,	4,113	3,970	96.7	13.5	" VI.,	2,464	2,100	35.6	10.1
" V.,	4,816	4,607	95.7	15.7	Total,	17,622	11,650	66.5	100.
" VI.,	2,464	2,368	96.1	8.1					
Total,	31,517	23,429	80.4	100.					
WRITING.					GEOGRAPHY.				
Class I.,	7,608	7,219	94.1	23.7	Class III.,	3,620	3,751	66.6	34.2
" II.,	6,327	6,571	96.3	21.5	" IV.,	4,113	2,150	50.8	23.4
" III.,	5,629	5,681	97.4	18.0	" V.,	4,816	2,912	60.5	26.5
" IV.,	4,113	4,076	99.1	13.4	" VI.,	2,464	1,060	75.5	16.9
" V.,	4,816	4,712	97.8	15.4	Total,	17,622	10,982	64.6	100.
" VI.,	2,464	2,448	99.3	8.					
Total,	31,517	30,563	96.8	100.	AGRICULTURE.				
ARITHMETIC.					Class IV.,	31	1	3.2	0.3
Class I.,	7,608	6,329	83.2	23.3	" V.,	44	4	9.1	23.2
" II.,	6,327	5,902	93.3	23.3	" VI.,	21	7	33.3	50.4
" III.,	5,629	4,310	77.2	17.2	Total,	96	12	12.5	100.
" IV.,	4,113	3,237	78.7	12.0					
" V.,	4,816	3,283	68.1	12.9	BOOK-KEEPING.				
" VI.,	2,464	1,375	55.8	7.8	Class V.,	774	502	65.3	56.7
Total,	31,517	23,251	80.4	100.	" VI.,	55.9	445	80.6	43.3
SPELLING.					Total,	1,335	1,057	79.3	100.
Class I.,	7,608	6,436	86.6	26.7	NEEDLEWORK.				
" II.,	6,327	5,317	78.3	26.5	Class II.,	6,010	5,112	86.2	27.5
" III.,	5,629	4,771	77.7	16.6	" III.,	5,124	4,913	95.9	23.2
" IV.,	4,113	3,107	75.5	12.0	" IV.,	3,053	3,750	97	17.7
" V.,	4,816	4,162	86.1	16.0	" V.,	1,503	4,350	97.3	20.7
" VI.,	2,464	2,310	93.6	8.0	" VI.,	2,349	2,204	97.7	10.9
Total,	31,517	25,936	82.4	100.	Total,	21,869	21,128	96.7	100.

L.—From Law Unions which became contributory from the passing of the Act 25 & 26 Vict., cap. 95 (An Act to provide for additional Payments to Teachers of National Schools in Ireland), also the respective amounts paid out of the Rates, during the years 1876-6, 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, and 1882-3.

[illegible][illegible]









## NON-CONTRIBUTORY UNIONS.

II.—RETURN showing (a) number of non-contributory Poor Law Unions in each of the years 1876-7, 1877-8, 1878-9, 1879-80, 1880-1, 1881-2, and 1882-3; (b) number of Schools in these Unions eligible for Results Fees; (c) number of those Schools entitled to the additional Results Fees contingent on Local Aid; (d) amount of Results Fees (2nd moiety) paid to the Teachers of those Schools; (e) amount locally provided for obtaining the Results Fees; (f) number of Schools in which Local Aid was insufficient; (g) amount lost to the Teachers of those Schools by failure of Local effort.

	Number of non-contributory Poor Law Unions	Number of schools in these Unions eligible for Results Fees.	Number of these Schools entitled to the additional Results Fees contingent on Local Aid. (i.e. both moieties)	Amount of Results Fees (2nd moiety) paid to the Teachers of these schools.	Amount locally provided where additional Results Fees were allowed.	Number of Schools in which the Local Aid was insufficient	Amount lost to the Teachers of these Schools by failure of Local Aid.
				£ s. d.	£ s. d.		£ s. d.
1876-7,	94	3,272	2,636	22,357 13 8	40,659 3 2	1548	3,080 19 2
1877-8,	124	4,750	4,568	36,361 10 3	74,583 3 10	242	845 8 9
1878-9,	133	5,746	5,573	44,438 4 7	80,381 6 5	161	643 4 11
1879-80,	143	6,010	5,756	53,526 16 2	97,879 10 3	254	1,310 11 8
1880-81,	150	6,612	6,146	57,254 3 0	110,298 17 5	464	1,662 16 5
1881-82,	147	6,565	6,075	57,505 9 2	112,479 14 0	511	2,059 10 5
1882-83,	143	6,155	5,729	56,822 5 0	107,417 0 3	663	3,110 11 3

NOTE.—In 1880-81 the Non-contributory Unions were divided into sub-subsided and Non-sub-subsided Unions; for details see Appendix to Forty-seventh Report. 1881.

\* The above amount £22,357 13s. 8d. exceeds the sum actually paid by 1887 8s. 1d., owing to the failure of local parties in 74 cases to comply with the necessary terms in time in order of payment being made before the close of the financial year.

† In addition to the number (512) of schools excluded from additional grant by reason of insufficient local aid, there were 25 schools to which the Commissioners declined to grant results fees in consequence of unsatisfactory accounts, and other serious irregularities.

WM. H. SEWELL, }  
JOHN E. SHERIDAN, } Secretaries.

DUBLIN: Printed by A. S. TAYLOR & CO., 27, 28, & 29, ABBEY-STREET,  
The Queen's Printer, 1860.  
For His Majesty's Stationery Office.